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An Exploration of Jamaican College Reading Instructors' Reading Beliefs and Practices

by

Clement Lambert

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A thesis submitted to the Faculty of Graduate Studies and Research in Partial fulfilment of the requirements for the degree of Doctor of Philosophy

Department of Elementary Education

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The undersigned certify that they have read, and recommended to the Faculty of Graduate Studies and Research for acceptance of a thesis entitled **An Exploration of Jamaican College Reading Instructors' Reading Beliefs and Practices** submitted by Clement Lambert in partial fulfilment for the degree of Doctor of Philosophy.

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Dedication

This thesis is dedicated to the memory of Devon A. Hardy (1963-1993)

Abstract

Scholarly attention has focused on preservice and inservice teachers' perspectives for language arts teaching. The influence of different language arts methodological approaches on student achievement also enjoys much attention in the literature. However, researchers have paid far less attention in the literature to the teaching practices of and beliefs for reading of university or college instructors.

The purpose of this study was to explore the beliefs of two Jamaican teacher educators concerning reading, their role as reading teacher educators, and of how they prepare teachers of reading. The study explores teacher educators' conceptions about teaching reading within the Jamaican context. The congruence between expressed beliefs and practices of these teacher educators was an important consideration in this study.

The design of the study was presented within the context of a qualitative case study. Two college reading methodology instructors from two colleges in urban and rural Jamaica comprised the primary respondents in the study. In addition, eight student teachers were included in the design to gain more insight into the manifestation of college instructors' expressed beliefs and practices within their classroom context. Data collection procedures included interviews, observations within reading methods course contexts, stimulated recall and reflective notes. A process of content analysis was engaged in the formal stages of data analysis.

The results of the study indicated that the teacher educators who taught similar courses held various beliefs about reading, preparing teachers of reading and the teaching of reading within the Jamaican primary school. Generally, however, neither

instructor demonstrated strong links between their stated beliefs and instructional practices. This study revealed that there existed a network of stakeholders who influenced the beliefs and practices of the teacher educators.

Implications for reading educators, teachers of reading and further research are also presented.

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CHAPTER 1

INTRODUCTION

Five years ago, I was offered a position to teach language arts methodology courses at a rural Jamaican teachers' college. It was my first position at a tertiary in..itution and I was quite excited about returning to my alma mater as a faculty member. I was intrigued with the apparent glamour I had associated with the position after having spent three years teaching in a secondary school that was renowned for housing students with behavioural problems. However, it was not long before the reality of the situation dawned on me. The principal of the college handed me a course outline as the only instructional material to teach a course I had never taught before. The person who had previously taught it was on sabbatical. My recent graduation from a university program that had nothing to do with teacher education exacerbated my apprehension. I soon discovered that I was the only person charged with the responsibility for the course within a hundred-kilometre radius. I did manage to arrange two meetings with the regular course instructor. Then I was on my own. Plunging into whatever literature I could find in the college library, some quite dated and unrelated to the Jamaican context, I embarked on my career as a teacher educator. While immersed in this situation, my major goal was to survive without looking "bad" on my debut in this professional circle.

My current graduate studies have caused me to reflect on issues concerning teacher education that did not even vaguely occur to me in the past. Chief among these issues was the perspectives held by teacher educators about their role in preparing teachers for our nation's schools. Because of these concerns, my Masters' research

transported me back to Jamaica where I conducted an exploratory study. This study addressed Jamaican teacher educators' perspectives on preparing effective language arts teachers. I used qualitative methods to collect data involving the perspectives of lecturers in eight teachers' colleges across the island. The respondents were teacher educators with experience in language arts teacher preparation ranging from 4 to 22 years. While the study produced some interesting results, the data indicated that there was not a common operational usage of the term "effective teachers" among these respondents. Not surprisingly, some lecturers expressed total confidence in their role as language arts teacher educators while others expressed serious doubts about the current direction of their instructional practices.

The results of this study also highlighted some concerns that have prevailed among language arts educational circles in Jamaica for decades. Although respondents indicated what they considered problematic in the preparation of teachers, they perceived none of the concerns as insurmountable. Jamaican college instructors' perspectives for innovation as effective teaching and the conflicting aspects within the curriculum guide demonstrated that they face similar difficulties as their colleagues to the North (Hoag & Wood, 1990). Each lecturer provided an individual blueprint for what constitutes an effective teacher together with the personal account of how curriculum influences teaching. Their perspectives indicated that curriculum planners and other policy makers must collaborate with college instructors in suggesting future directions for language arts education in Jamaica.

What influenced me most from my initial research experience in Jamaica was

my reflection on my own beginning months in a teachers' college. How lonely I felt in my new instructor role! General interviews yielded rich perspectives that, I thought, could have served me well when I started as a teacher educator. Some respondents expressed insecurities about their own preparation as teacher educators. These expressions of insecurity would have given me solace or even inspiration if I had had this kind of sharing as a beginning teacher educator. This was a kind of sharing I never found time nor had the resources for while I taught at the teachers' college. In addition, some respondents in that study also felt that the interviews I conducted with them provided avenues for sharing. These avenues gave them the opportunity to clarify their thoughts with respect to educational issues in general and their own professional practices in particular.

In the current study, presented in this thesis, important considerations have influenced my sharpening of the focus from language arts to primarily reading methodologies. My background as a language arts methodology instructor has impinged on my teaching of reading. My experiences in graduate courses at The University of Alberta have heightened my interest in the preparation of future teachers of reading. In addition, reading courses are offered separately from language arts methodology within the Jamaican teachers' college context. I wondered how Jamaican college reading instructors viewed their role as reading instructors. How do they prepare their preservice teachers for this important component of elementary education? How are the instructors' beliefs about reading evidenced in their college practice? Such questions formed the basis of my research.

Background to the Problem

During my review of the current literature, I discovered that there was a paucity of research on teacher educators. Research in this domain has focused primarily on preservice and inservice teachers. The literature provides rich descriptions regarding preservice and inservice teachers' perspectives for language arts teaching (e.g., Hayden, 1993/94). The influence of different language arts methodological approaches on student achievement (e.g., Pace, 1992) also enjoys much attention in the literature. The nature of classroom practitioners as teacher researchers (e.g., Connelly & Clandinin, 1988) is well documented. However, researchers have paid far less attention in the literature to the teaching practices of and beliefs for reading of university or college instructors.

There have been rumblings of reform concerning the teaching of reading in Jamaican elementary schools. However, these reforms are traditionally embedded in the political dynamics of the country (Goulbourne, 1988). This is not unique to the Jamaican context as Zeichner (1995) states that ". . . concerns and voices of teacher educators are often not part of the official debate over policies for teacher education" (p. 21). Teacher educators comprise a numerical minority in the education sector. Their role and perspectives are often overlooked.

The Joint Board of Teacher Education (J.B.T.E.), an organization formed in 1965 by the Ministries of Education in the Bahamas, Belize and Jamaica, centrally monitors and administers teacher certification. The J.B.T.E. mandated that preservice teachers for the Jamaican elementary schools should take two courses of 45 hours (one

semester) each in the teaching of reading. The first involves the fundamentals of teaching reading. This is an introductory course offered in the first year of the preservice program. It is designed to familiarize students with "basic concepts" in reading methodology. The second course addresses corrective reading. It is offered in the final year of the students' educational program. It is designed to equip preservice teachers with the skills of assessment, diagnosis and instruction for children with reading difficulties. Advanced Reading, an elective course, is also offered to student teachers who intend to become reading specialists. A curriculum guide for every course offered in Jamaican teachers' college is the core instructional resource for college lecturers. The guide includes a selection of topics which preservice teachers should master as part of their preparation to teach reading to elementary school children throughout the country. Students in the teacher preparation institutions throughout Jamaica write common examinations addressing the content of the guide.

Statement of the Problem

Teacher educators' beliefs have some bearing on their preparation of teachers. Their beliefs are shaped by both text and context. Ducharme and Ducharme (1996) point to the "meagre attention" given to research on teacher education faculty. "Researchers may not have systematically omitted teacher educators from research, but their absence from the research literature until very recently is evident" (p. 691). By eliciting the beliefs of a select group of teacher educators about preparing teachers of reading, and observing their practices, I hoped to provide an avenue for these beliefs and practices to be shared.

This study, therefore, sought to elicit the perspectives of an often overlooked group of Jamaican educators. Their beliefs concerning their role as reading teacher educators, their perspectives of reading and of how they prepare teachers of reading provide the focal points of the proposed study. I also address the congruence between their expressed beliefs and practices.

Overview of the Study

I designed this study within a qualitative case study framework (Merriam, 1988; Creswell, 1994; Gall, Borg & Gall, 1996). Over a period of four months, I observed, interviewed and videotaped teacher educators in an urban and a rural Jamaican teachers' college.

Purpose of the Study

The purpose of this study was to explore the beliefs of two Jamaican teacher educators concerning reading, their role as reading teacher educators, and of how they prepare teachers of reading. The following research questions provide focus for the study:

1. What are the expressed beliefs of Jamaican teacher educators of reading concerning:
    (a) reading?
    (b) the teaching of reading within the Jamaican context?
    (c) their role as teacher educators?
    (d) how they prepare teachers of reading?
2. How are these beliefs reflected in their practices?

The term "expressed" within the context of this study denotes participants'

revelations of their beliefs by words or actions.

Significance

On a theoretical level, this study serves to increase our understanding of teacher educators' beliefs and how these beliefs relate to their instructional practices. In presenting the teacher educators' beliefs, the study provides information about other entities influencing the formation of these beliefs. The study also explores teacher educators' conceptions about teaching reading within the Jamaican context. Information about the congruence between expressed beliefs and practices of these teacher educators are important considerations in this study. These areas have received little attention in research in international circles. In addition, the study allows for positioning the findings in relation to existing theories of educator beliefs.

The study also provides opportunity to explore the principles and practices of instructors within a particular subject area in Jamaican teacher training institutions. This exploration presents an opportunity to derive an understanding of how personal and social principles influence the preparation of reading teachers. While research activities on the beliefs of teachers and preservice teachers have been prolific, few studies have concentrated on teacher educators' beliefs. The opportunity to record and analyse Jamaican teachers' college lecturers' beliefs and practices as individuals serves to expand the body of knowledge in this area.

Attention to teacher educators of a culture other than mainstream North American circles also adds to the existing research on teacher educators. Exploring the beliefs of teacher educators within their own instructional contexts and through the

medium of interviews provides insight into the process of teacher preparation as perceived and executed by a select group of practitioners.

By gaining greater insight into the beliefs of college lecturers concerning reading and preparing teachers, this study provides a framework for additional considerations in future curriculum planning and policy making in reading within the Jamaican context. The proposed study, through its attempt to describe and explain a context, communicates knowledge and illuminates meanings conveyed by the context being explored (Gall, Borg, & Gall, 1996; Merriam, 1988).

Summary of the Thesis

Chapter Two entails discussion of theoretical orientations concerning the study of beliefs in general and educator beliefs in particular. I explore the literature on teacher educators and teacher education in Jamaica. I also position my reading beliefs in relation to existing theories of reading. Chapter Three describes the research methodology I employed in data collection and analysis. Chapters Four and Five present the results of the study as two case studies together with a discussion of the issues presented. In Chapter Six I present a summary and further discussion of the results of the study. In addition, I discuss implications for teacher education (both generally and as they relate to Jamaica) and suggest directions for future research endeavours.

CHAPTER 2

LITERATURE REVIEW

Introduction

Any attempt at defining beliefs should take cognizance of the difficulties and complexities involved in this task. These difficulties arise from the nebulous usage of the term in many academic and non-academic circles. A search of the literature on beliefs revealed many instances where the term is used while no attempt is made to define it. Philosophers and other academicians have attempted to clarify and operationalize the term beliefs. However, current literature attests to the inadequacy of these attempts to provide a common, coherent definition of the term. To set a contextual and theoretical framework for this study, it is necessary to examine general views on beliefs, theoretical perspectives on reading, and education in Jamaica. My personal perspectives on these areas of interest are presented at the end of the literature review section.

Beliefs

Scholarly interest in teacher beliefs and the relationship of those beliefs to instructional practice has increased over the past two decades. However, researchers in the philosophical and psychological fields seem to lack a consensus on a definition of beliefs. Examining different viewpoints on beliefs and their effects on practice is therefore essential (Anders & Evans, 1994; Pajares, 1992). Rokeach (1968) provided extensive analyses of beliefs and belief systems. He referred to beliefs as "inferences made by an observer about underlying states of expectancy" (p. 2). "A belief is any

simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being proceeded by the phrase 'I believe that' . . ." (p. 113). Rokeach classified beliefs into three categories (a) descriptive or existential (e.g., I believe that the sun rises in the East), (b) evaluative (e.g., I believe this ice cream is good), and (c) prescriptive (e.g., I believe children should obey their parents).

Beliefs, Attitudes, and Values

Rokeach also points to subtle distinctions made between beliefs, attitudes and values. He states that an attitude is "an organization of beliefs focused on a specific object, or situation, predisposing one to act in some preferential manner" (1968, p. 159). According to Rokeach, values "have to do with modes of conduct and end-states of existence" (p. 159). In this distinction, a value is seen as a single belief that guides actions while an attitude "represents several beliefs focused on a specific object or situation" (p. 160). A value according to Rokeach (1968, 1973) transcends immediate goals and becomes more related to states of existence.

Theological Beliefs

From a theological perspective, beliefs also encapsulate the realms of the "metaphysical" and "ultimate." Joldersma, (1982) states that "By 'ultimate' I wish to indicate that these beliefs are assumptions beyond which there are no other assumptions . . . these beliefs are not the results of empirical investigation nor, are they based on evidence in the empiricistic sense" (p. 8-9). According to Joldersma, these beliefs are related more to the world's "orderedness" (cosmonogy) and the factors that populate the world (cosmology). The study under consideration is not primarily

concerned with this magnitude of beliefs. However, beliefs espoused by reading researchers may be related to both dimensions (cosmonogy and cosmology) to a lesser degree. For reading researchers, cosmonogy may refer to their constant quest to find coherent explanations for the act of reading and learning to read. Cosmology would then pertain to how the individual is viewed in the reading process.

Epistemological Beliefs

Schommer (1994, 1990) attributes five epistemological dimensions for consideration in the study of belief systems:

1. Certainty of knowledge, ranging from knowledge is absolute to knowledge is tentative.
2. Structure of knowledge, ranging from knowledge is organized in bits and pieces to knowledge is organized in highly interwoven concepts.
3. Source of knowledge, ranging from knowledge is handed down by authority to knowledge is handed down through reason.
4. Control of knowledge acquisition, ranging from the ability to learn is fixed at birth to the ability to learn can be changed.
5. Speed of the knowledge acquisition, ranging from knowledge is acquired quickly or not-at-all to knowledge is acquired gradually.

Jheng, Johnson, and Anderson (1993), define epistemological beliefs as "socially shared intuitions about the nature of knowledge and the nature of learning" (p. 24). Their study involved university students from different faculties and different levels in education. Items on a seven point likert scale were placed in an adaptation of

Schommer's five "epistemological dimensions": (a) certainty of knowledge (e.g., most problems have one best solution no matter how difficult they are), (b) omniscient authority (e.g., you can believe most things you read in books), (c) orderly process (e.g., I prefer classes in which students are told exactly what they are supposed to learn and have to do), (d) innate ability (e.g., some people are born learners, others are stuck with limited ability) and (e) quick knowledge (e.g., if you are going to learn something, it will make sense to you the first time). The study revealed significant differences ($\propto = .05$) between the beliefs of graduates and undergraduates on three of the five epistemological dimensions. Graduate students were found to have stronger beliefs than undergraduates that knowledge is uncertain, that independent learning is more crucial for acquiring knowledge and that learning is not an orderly process. However, there were no significant differences ($\propto = .05$) between both groups on the innate ability and quick knowledge dimensions. Differences were also found in the dimensions of epistemological beliefs across faculties. Students in the humanities and social sciences differed from engineering and business students in the dimensions of certainty of knowledge, omniscient authority and orderly process. Again, there were no differences in the dimensions of innate ability and quick knowledge.

In their study on the university students' epistemological beliefs, Jheng, Johnson, and Anderson, (1993) concluded that these beliefs are multidimensional, evolving with educational exposure and dependent on the academic orientation of the individual. The stronger tendency for graduate, compared to undergraduate, students saying "knowledge is uncertain and learning is not an orderly process" (p. 23), illustrates the

evolutionary nature of epistemological beliefs. The study just reported was conducted among university students and employed an experimental design to elicit the nature of the epistemological beliefs. However, the present study is concerned with the epistemological beliefs of two teacher educators who work in a similar professional field. The qualitative nature of the present study contrasts with the study described above as it approaches beliefs and practices as processes that require in-depth understanding.

Beliefs and Theories

From a philosophical perspective, interest in beliefs has been traced to Aristotelian and Platonic scholarship (Alexander & Dochy, 1994; Needham, 1972). The operationalization of this term from this perspective has also been an elusive goal. However, researchers have cited a close relationship between theories and beliefs:

> Beliefs may be conceived as minitheories of the mind, ways of characterizing language and behaviour and ascribing mental states to people. Beliefs are, I believe, profoundly personal and delicate constructs that represent convictions. They are a part of the social and cultural truths to which individuals try to adhere in daily living. They are often difficult, however, to pinpoint and describe because they are interwoven with individual philosophies, habits, experiences and social histories that are emotional and personal. (Horowitz, 1994, p. 3)

An underlying assumption in the present study is that beliefs engender theories. Without beliefs and belief systems, the scope of theoretical perspectives about literacy and other educational concerns would not exist.

Beliefs and Education

Wyatt and Pickle (1993) adapted Barnes' (1976) dimensions of classroom

approaches to describe educational beliefs as evincing two systems. These comprise the interpretation view and the transmission view. The interpretation view describes teachers who see themselves as teachers of students and facilitators of their students' growth. The learner views knowledge as interpretable. In the transmission view, teachers see themselves mainly as teachers of subject matter, as leaders toward established truth. These teachers viewed themselves as transmitters of knowledge.

Nespor (1987) who conducted a teacher beliefs study in which eight teachers were followed over a semester, expanded Rokeach's classification by characterizing beliefs as having four features. The first feature was termed existential presumption which encapsulated propositions about the existence or nonexistence of entities (e.g., belief in God). Alternativity, the second feature, includes representations of alternative worlds or alternative realities. Social or cosmic order envisioned by utopian, political or religious movements is cited as an example of alternativity. She indicated that this feature is reflected in many of our common beliefs about everyday life. The case of teachers who tried to establish systems of classroom relations that they themselves were not formally exposed to provides an example of alternativity. Affective and evaluative aspects characterize Nespor's third feature. This feature refers to the domain of beliefs that reflect feelings, words and judgment based on personal preferences. Finally, the episodic storage referred to knowledge systems stored mainly in semantic networks. This refers to material accumulated from personal experience and is usually based on institutional sources of knowledge and cultural transmission.

As the present study is exploratory in nature, a broad definition of beliefs may be

needed to accommodate the data that emerge. My own theoretical orientation dictates that the interpretation view and the transmission view do not present a dichotomy, nor are they neatly placed along a continuum. Because Wyatt and Pickle's (1993) study sought to identify statements that reflected these views, their investigation may have not reported other emerging views which do not fit neatly along the continuum. Therefore, the present study presents an opportunity to explore the possibility that other systems of beliefs exist outside this classification.

Beliefs and Teaching

The area of teacher beliefs has received considerable attention over the past two decades (Fang, 1996). Current educational research holds that teachers' beliefs are important in their execution of their classroom responsibilities. Munby (1984) states that "if we are to understand how a teacher might deal with an innovation, we must first understand his or her beliefs or principles" (p. 29). Olson and Singer (1994) also highlight the need for research into teacher beliefs to gain insight into the learning process. While Pajares (1992) cites the importance of beliefs in teaching, he highlights an urgency to operationalize the term "beliefs" in educational circles to yield a more coherent body of research in this area:

> I have argued that the investigation of teachers' beliefs is a necessary and valuable avenue of inquiry. For various reasons, this avenue continues to be lightly travelled. Researchers who have wandered into it have found exploring the nature of beliefs a rewarding enterprise, and their findings suggest a strong relationship between teachers' educational beliefs and their planning, instructional decisions and classroom practices, although neither the nature of educational belief acquisition nor the link to student outcomes has yet been explored carefully. (Pajares, 1992, p. 326)

While the present study seeks to address the area of teacher educators' beliefs, arriving at this common definition which Pajares summons is not a priority. My orientation suggests that attempting to arrive at a common definition is the antithesis of a perspective that advocates the negotiation of meaning.

The belief systems of some educators have been correlated with their success (Brousseau, Book, & Byers, 1988; Fang, 1996). According to Agne, Greenwood, and Miller (1994), teacher education majors should be exposed to the spectra of research on teacher belief patterns to make them cognizant of belief patterns which make a difference in teacher effectiveness and quality of school work. I believe that teacher educators may also benefit from exposure to the belief patterns that exist concerning preparation of teachers.

Alongside the proponents of investigation into teacher beliefs, others (e.g., Noddings, 1996) have expressed dissatisfaction with the neglect of the affect in studies of teacher education. Noddings advocates the use of stories as a dominant feature in teacher education:

> At a time when teaching is struggling to be recognized as a full profession, there is a temptation to regard emotions and affect as signs of unprofessional demeanor--things to be rooted out as part of the campaign to achieve professional status. (p. 435)

The present study is concerned with the affective domain of teacher educators. The use of stories as advocated by Noddings does not provide the framework for data collection. However, this study is guided by a strong belief in the importance of the affect in teacher preparation because beliefs and affect are inseparable (Sakari, 1986).

It is the premise of this study that beliefs are inextricably interwoven with theoretical perspectives and paradigms. From a global perspective, beliefs have played an integral part in framing paradigms for education in various contexts. The beliefs of modern philosophers (e.g., Freire, 1993) have impacted greatly on postmodernist ideologies of education in general and teaching in particular.

Beliefs and Reading

A large body of research exists on the beliefs and orientations of preservice and inservice teachers. The researchers are usually concerned with the change in orientation of the respondents after they have been administered treatment (e.g., Deford, 1979; Hayden, 1993/94; Bruinsma, 1985, Sakari, 1986). These studies note changes in the expressed orientation for literacy acquisition of preservice and inservice teachers from one orientation to another over which change is generally attributed to exposure to courses in reading methodology.

The Theoretical Orientation to Reading Profile (TORP) developed by Deford (1979) has been used extensively to determine whether teachers and preservice teachers are phonics, skills or whole language oriented. The instruments in the TORP require likert scale responses and therefore studies using this instrument use quantitative methods of data analysis.

The importance of teachers' beliefs and the extent to which these beliefs are evidenced in their practice has been an area of interest among educational researchers (Shapiro & Kilbey, 1990, Richardson et al., 1991, Beach, 1994). However, researchers have concluded that disparities often exist between teachers espoused beliefs and their

practice (Shapiro & Kilbey 1990). Many recent research publications on teachers' beliefs and practices (e.g., Fang, 1996; Beach, 1994; Richardson et al., 1991) allude to the statement that "despite atheoretical statements, teachers are theoretical in their instructional approach to reading" (Harste & Burke, 1977, p. 32). My personal perspective dictates that factors like expressed beliefs and theories impinge on each other to frame unique perspectives and practices among educational practitioners. The practice of a teacher may bear similarities to existing theories. However, it is my belief that there are subtle differences in the individual teacher's practice that are not accounted for by a single theoretical classification. Instead of confining teacher's practice to existing theories, the label "theoretical" should encapsulate the unique interplay of the teacher, the text and the context being described.

Another dominant variable in research on teacher beliefs has been self-efficacy. This notion relates to the teachers' beliefs in their ability to model their practices on their beliefs.

> A person who believes in being able to cause an event can conduct a more active and self-determined life course. This "can do" cognition mirrors a sense of control over one's environment. It reflects the belief of being able to master challenging demands by means of adaptive action (Schwarzer & Fuchs, 1995, p. 163).

In the case of educators, Pajares (1996) suggests that efforts to instill this "can do" cognition in the classroom context requires balance:

> Although I strongly discourage efforts to lower students' efficacy percepts or interventions designed to raise already overconfident beliefs, I see value in developing intervention strategies and instructional techniques aimed at helping students develop more accurate self-appraisals. Improving students' calibration--the accuracy of their

> self-perceptions--will require helping them to better understand what they know and do not know . . . (Pajares, 1996, p. 7).

The balance between beliefs and practice appears to be an elusive ideal. The notion of self-efficacy accentuates the elusiveness of this balance as self-efficacy does not seem to serve a rational regulatory function of mediating teachers' nor students' beliefs and practices.

A Theoretical Framework for the Teaching of Reading

Theoretical perspectives on reading impinge on this study in many ways. First, it is my view that beliefs engender and are inextricably interwoven with theories. Secondly, the literature suggests that theories have important pedagogical implications for reading (Duffy and Anderson, 1984; Hughes & Wedman, 1992). In this section on theoretical perspectives on reading, I present a framework of theories of reading and provide a link between the theories and my personal perspectives of theories of reading.

Theoretical perspectives on reading and language processing have emerged quite forcefully since the turn of this century. Experts in the field have continually summoned a need for coherence and continuity in theories advanced about reading (Jenkinson 1968; Cambourne, 1995). This continuity does not seem to be forthcoming because classrooms constantly evidence a range of theoretical orientations on reading that have emerged through the course of this century (Vacca, Vacca, & Gove, 1987). Several waves of "language discoveries" (e.g., Halliday, 1977; Chomsky, 1972) have influenced reading theories. These theoretical perspectives have been placed into

categories based on shared characteristics such as behaviourist, cognitivist, nativist, interactionist, and transactionalist perspectives. While these are the named categories, it is important to note that there may be differences and similarities within each classification that transcend the boundaries of taxonomy.

Another description of the debates on reading that fits the broader debates in educational research is "exogenous versus endogenous construction of knowledge and the need for integrative models of learning" (Harris & Pressley, 1994, p. 1). The endogenous and exogenous constructions are described as existing on opposite ends of the theoretical scale with dialectical constructivism as a mid point between these scales.

The theoretical scale described here parallels the top down versus bottom up theories of reading. Bottom up theories view reading as a process beginning with the printed page. The processing of visual cues is accounted for through a taxonomy of stages (LaBerge & Samuels, 1974; Gough, 1984). According to Gough:

> Routine as it may seem, each instance of word recognition is an amazing feat. It begins with a pattern of light and dark cast onto the retina by reflection from the printed page; for the skilled reader it ends less than a quarter of a second later and almost always with the correct word. In this time, the reader must find the word's meaning in a mental lexicon containing tens of thousands of entries. (1984, p. 225)

The bottom up theories attribute primacy to the text. They give little attention to the context. Malicky (1996) states that "This view stresses the primacy of grapho-phonic information and relegates context clues to a very minimal position . . . reading is viewed as a perceptual process, meaning resides in the text and processing occurs from

parts to whole" (p. 12).

The top down theories, at the other end on the theoretical scale, insist that meaning resides mostly in the reader. This top down view encourages emphasis on comprehension rather than on accuracy as an indicator of good reading. The reader's knowledge, therefore, becomes the focal point for understanding the reading process (Smith, 1985). In the top down theory, the construction of meaning is viewed as reader specific as each reader is viewed as constructing his or her own meaning from the text.

Rumelhart (1977) presents the reading process as one that entails a highly interactive system. "To summarize, then, it appears that no model which supposes that we first perceive the letters in a stimulus and then put them together in higher order units can be correct" (P. 581). In his interactive model of reading, Rumelhart (1977) presents reading as a process that incorporates both top-down and bottom-up theories. "Thus reading is at once a 'perceptual' and a 'cognitive' process which bridges and blurs these two traditional distinctions" (p. 573). McCelland and Rumelhart (1981) identify the interplay between top-down and bottom up processes as determinants of what the reader perceives.

> We assume that "top down or conceptually driven" processing works simultaneously and in conjunction with "bottom up" or data driven processing to provide a sort of multiplicity of constraints to determine what we perceive. Thus, for example, we assume that knowledge interacts within the incoming fetural information in codetermining the nature and time course of the perception of the letters on words. (p. 378)

In other words, if one agrees with McCelland and Rumelhart, tensions between both top-down and bottom-up processes of information processing are necessary to create a

complete reading event.

According to Rosenblatt (1978), reading is a process of negotiation between reader and the text to derive meaning. This process of negotiation is complex as both the reader and the text represent the spectra of entities that have roles in this transaction. These include the cultural and sociopolitical entities that impinge on any act of reading (Ferdman, 1990).

Ideally, the reading process represents acts of meaning making and enabling the reader to name his or her world (Freire, 1993). Comprehension, therefore, becomes an inseparable aspect of the reading process. Therefore, if comprehension does not occur, the reading process is not fully represented (Smith, 1983). This theory has been countered by the interactionists (e.g. Fagan, 1991) who insist on the interaction between the situational and the cognitive milieu of the reader as the chief determinants in the reading process. Clay (1979) states that "the integration of skills cannot occur as long as the child is happily inventing the text which he [sic] is supposed to be reading" (p. 134). Theories of interaction seek to bridge the gap between the top-down and bottom-up theories by emphasizing the integration of textual and, situational and psycho-social factors.

In her reader response theory, Rosenblatt (1978) describes the reading process as a transaction between the world of the reader and the work of the author. She refers to the text as visual or aural symbols that are devoid of life without transaction with the reader. Rosenblatt presents the reader as an active participant in the composition of the text. The reader does not have total control over the outcome of the transaction. The

text which Rosenblatt describes as "a set of signs interpretable as linguistic symbols," (1978, p. 12) is a codeterminant of the result of this transaction. Rosenblatt uses the poem as a metaphor for the result of the transaction between the reader and the text. The poem results from the "compenetration" between the reader and the text. While Rosenblatt's main aim was to provide a theory of literary theory, her sensitivity to the components and outcome of the reading process may be applied to broader reading contexts. The transactional theory incorporates other theories of learning (e.g., Dewey's theory) at different levels. This theoretical perspective is extended into the writing process by other theorists (e.g., Graves, 1983).

While the interaction and the transactional theories are quite appealing, my own instructional milieu dictates that embracing any of these theories may prove conflictual to the stated purpose of my research. My current persuasion is inclined to the transactional views. However, the reality of the Jamaican classroom situation questions the possibility of espousing this orientation. The Third World milieu in which I operate questions the prudence of adapting such a stance. Delpit (1988) provides an acute reminder that many practical applications of reading theories assume mainstream ideals. She recommends respect or even reverence to minority cultures. She cites examples of espoused reading theories that engender exclusionary pedagogy. Her suggested approach is therefore one that uses the experiences of visible minorities to teach them to acquire mainstream discourse. Gee (1989) characterizes the acquisition of mainstream discourse by minorities as "mushfake" which along with metaknowledge and resistance may effect social change:

> *mushfake* discourse means partial acquisition coupled with metaknowledge and strategies to "make do" (strategies ranging from always having the memo edited to ensure no plural possessive, and third person 's' agreement errors to active use of black culture) skills at "psyching out" interviewer or "rising to the meta level" in an interview so that an interviewer is thrown off stride by having the rules of the game implicitly referred to in the act of carrying them out (p. 13).

Gee agrees that mushfake may be a key to social change. However, he opines that the mainstream discourse cannot be truly acquired by minorities. The individual has to be born within the mainstream context to truly acquire this discourse.

Reading and writing operate on two planes in the context of the developing world: the real and the ideal. The ideal dictates approaches to reading that are individualized and culture specific and developmentally appropriate (Vygotsky, 1978; Cazden, 1992, Shuy, 1984). The real world of most Third World reading contexts assumes more relevance in the debates concerning reading as motivated by prospects (mostly false) of self actualization (Zachariah, 1980; van der Gaag, 1993, George, 1987). However, transactions do occur even in the most rigid circumstances of transmission. Third World countries are seriously considering the learner-centred approach with an underlying prospect of encouraging transactions between the learner, the text, and the environment (Chaka, 1997). The recognition of the learner as an important individual in the Third World educational milieu is an encouraging sign of progress toward a more transactional viewpoint. The reality of this movement, however, raises questions of whether this stance is as active in practice as it is in policy.

Freire's approach to achieving literacy in Brazil is one that perpetuates

conscientization. Ideally, this philosophy aims at the empowerment of the downtrodden by evoking cultural awareness and broadening the world view of the poor (Bee, 1990). The Freirean approach spurns the notion of functional literacy as it does nothing to improve the consciousness of the learner:

> By this approach to education and literacy, Freire and his colleagues hoped the masses would gradually lose their fatalistic approach and naive view of the world and the word as unalterably given, replacing it with critical awareness and acceptance of the world whose presence and existence demanded action as well as critical thought. (Bee, 1990 p. 41)

The informal mode of interaction for adult learning should provide infinite benefits to the development of South nations as it provides a more economical and contextual medium of education. Empowerment may yield more extensive results as adult learners may in turn educate their children.

Theories of reading are demonstrating growing cognizance that reading and language development are encapsulated in individual, social, cultural, and political contexts (Heath, 1983; Fingeret, 1983; Barton, 1994; Ferdman, 1990). However, this recognition travels at a painfully slow pace into Third World pedagogy. Exploration of theories of teaching is an important endeavour that warrants more attention within the Jamaican context. Therefore, while the theories highlighted in this section hold several merits for reading, it may be unsafe to embrace any single theory as my own.

The present study will ultimately link the beliefs of Jamaican teacher educators to theoretical perspectives. It is therefore necessary to be cognizant of the link between theories of teaching, beliefs and theories of learning:

> Ultimately theories of teaching are defined largely by theories of learning. Our teaching is built upon what we have chosen to believe about the role of language in children's learning. But we must adapt to meet the range of demands that constitute the teaching situation in which we practice. . . . If we are to ever narrow the gap between the emergence of new ideas and their implementation, we have to conceive of the potential for change as an essential ingredient in the educational enterprise as a whole. (Britton & Chorney, 1991, p. 114)

My current theory of reading is based on the transactional views that reading is meaning making which is intertwined with semiotic processes. "Word meaning changes with the circumstances of the use in transaction with the history of literacy which the language user brings to the setting" (Weaver, 1985). A major concern of this study is not the legitimacy of reading theories highlighted in this section but how these theories figure in the equation of teacher educators stated beliefs and their practices in preparing teachers for the Jamaican schools.

Teacher Educators

The literature on teacher educators suggests that while there is a burgeoning body of research on teacher education as it concerns preservice and inservice teachers, research on teacher educators has been largely neglected (Weber, 1990; Ducharme, 1993; Ducharme & Ducharme, 1996). They partially attribute this lack of attention to the lack of recognition given to teacher educators within the university faculty. "These faculty members, once involved in the dominant institutional function and secure in their central role even if not fully respected by their academic colleagues, found themselves increasingly on the periphery" (Goodlad, 1990, p. 22).

Goodlad (1990) states that in recent times the emphasis on research and

publication in North American Universities has caused greater obscurity in the definition of teacher educators:

> On one hand, then, teacher education in the major universities is turned over to doctoral level students and a variety of part time and adjunct instructors, clearly conveying the message that the enterprise is of minor importance . . . None of this is lost on students in teacher education programs. They generally do not see themselves as central to university function and faculty purpose. (p. 25-26)

Ducharme (1993) also highlights the complexities in defining teacher educators. He states that not all members of the education professoriate are teacher educators. His definition of teacher educators includes "Those who hold tenure line positions in teacher preparation in higher educational institutions, teach beginning and advanced students in teacher education and conduct research or engage in scholarly studies germane to teacher education" (p. 6).

Within the Jamaican context, the term teacher educator assumes a different definition. The majority of teacher educators are university graduates with teacher certification who engage in teacher preparation. The teaching load of these educators ranges from 16 to 20 hours per week and the governing body for teacher education does not mandate scholarly studies in Jamaica. Normally, these teacher educators prepare preservice teachers in a three-year diploma program that certifies them to teach in either early childhood, primary, special education or secondary educational institutions (Joint Board of Teacher Education, 1993).

Research on teacher educators' beliefs has been even less prolific in the literature. However, a few studies are of particular importance. Brosseau and Freeman

(1988) conducted a survey on teacher educators' definition of desirable beliefs among the faculty at Michigan State University. In this study 72% (n=57) of the education faculty completed a beliefs questionnaire. While most faculty members agreed that most teacher beliefs should be shaped in a particular direction, there was disagreement concerning the desired direction. The study underscores the importance of teacher educators' awareness of teacher candidates' beliefs. The beliefs of teacher candidates and what teacher educators defined as desirable beliefs were also compared. Of 53 items, high accord between both groups were identified for 44 of these items. The areas of high and low agreement were not categorized. High agreement was recorded for statements like "risk taking and making mistakes are components of social, emotional and intellectual development." An example of a statement with low accord is "teachers in grades 4-6 should assign at least 1 hour of homework per night." Another finding of interest in this study was that the faculty "are more likely to reinforce prevailing beliefs than to challenge inappropriate beliefs or to encourage the development of informed beliefs regarding critical educational issues" (Brosseau & Freeman, 1988, p. 272 - 273).

Hoag and Wood (1990) investigated the teaching practices of 125 college and university language arts professors. Results indicated that their teaching practices often did not reflect their beliefs for what is important in language arts. For example, the majority noted that instruction in listening skills should be included within the curriculum but failed to teach their preservice students how to teach listening skills. Weber (1990) explored the experiences of six professors who had a variety of subject

specialties including language arts. Her investigation suggests tertiary instructors generally reflect upon their practice from personal meaning constructions:

> Their practice of teacher preparation rests largely in the hope of indirectly touching the lives of children by influencing the practice of future teachers, thereby making schools better places for children to be. In various ways, the participants experience fluctuation tensions of a dual commitment: a commitment to the learning and well-being of their students and a commitment to furthering their own values theories and professional culture. (p. 156)

Wyatt and Pickle (1993) conducted a study involving nine participants ranging from full professors to doctoral students involved in reading education in universities in the Southeastern United States. Each respondent was interviewed once for 30 to 45 minutes using the unstructured interview format. The study adapted Barnes' (1976) transmission view as the traditional view of teaching where they see the teacher as the provider of knowledge and the interpretation view depicts. They charted ten statements made by each instructor on positions along a continuum with interpretation and transmission at the extremes of the pole.

The study concluded that Barnes' transmission and interpretation views were evident in the views of the respondents. However they rejected the notion of individual instructor's beliefs fitting neatly into one extreme view. Wyatt and Pickle (1993), concluded that instructors maintained their beliefs under widely varying circumstances. Interviews were the only basis for the researchers' conclusions. The present study includes the added dimension of observations that serve purposes of triangulation before conclusions of any nature are presented.

Other researchers (e.g., Ducharme, 1993, Goodlad, 1990) have conducted

studies that hold important implications for teacher educators. Issues including status of teacher educators and institutional mandates provide the focal point for these studies. The beliefs of teacher educators were not the major concerns of these studies.

The limited number of pertinent studies involving teacher educators appears to suggest that teacher-as-researcher investigations are less vigorously pursued at the teacher educator level than at the preservice and K-12 school teaching levels.

Other Stakeholders

Curriculum researchers have employed the term stakeholders to identify people or groups that have interests in the curricular programs offered in educational institution. Examples of stakeholders include students, teachers, parents, trustees, politicians, tax payers, administrators, potential employers, and education authorities (Connelly, Irvine & Enns, 1980). "By 'stakeholder' we mean a person or group of persons with a right to comment on and have input into the curriculum programs offered in schools" (Connelly & Clandinin, 1988, p. 124).

Instead of using the term "stakeholders" Corrigan and Haberman (1990) employed the term "spheres of influence" to denote different sectors that influence teacher education within the context of the United States. They listed these spheres as:

1. The societal sphere (national)
2. The state sphere
3. The university sphere
4. The college of education sphere
5. The school sphere (p. 196)

They presented these spheres as influences on the knowledge base, quality controls, resources, and conditions of practice that prevailed in teacher education in general and among preservice teachers in particular. Corrigan and Haberman (1990) concluded that the types of interaction between the different spheres of influence will determine the kinds of changes that occur in teacher education.

Sanacore (1996) underscores the importance of stakeholder involvement in implementing language arts innovations from the basal reader approach to whole language. "As the stakeholders became more knowledgeable and familiar with the innovation, they expanded their vision and set different priorities. Specifically, they realized natural immersion in reading should be matched with natural immersion in writing" (p. 59). According to Sanacore, cooperation between stakeholders led to innovative changes. "Initiating language arts innovations is easier than sustaining them. Beyond the immediate passion for creative ideas is the need for continuous cooperation and reflection. Of major importance is active involvement of stakeholders during every stage of mentoring evolving visions" (p. 61) Other researchers (Tracey, Sheenan & Mcardle, 1988) highlighted the finding that decisions made by stakeholders affect "the ultimate destiny of teacher education reform" (p. 21) within North American circles. There appears to be consensus within the literature that the role stakeholders play within educational circles deserves attention. However, a search of the literature did not reveal linkages between stakeholders and teacher educator beliefs and practices.

Practice

According to Clandinin (1986) "Practice is theory in action. There is no

essential dichotomy." (p. 25) She cites two problems that the relations of theory and practice present: (a) how practice can be seen as influenced by theory and (b) how practice influences theory. Clandinin (1986) states that the relationship between theory and practice can be viewed dialectically, logistically, problematically, or operationally. She choses to view this relationship dialectically because the other views present theories and practices as distinct entities. Theory and practice according to Clandinin are inseparable. Nespor (1988) endorses Clandinin's dialectical view of the relationship between theory and practice. However, Nespor expands theories to include teachers' ways of thinking and understanding. For Nespor (1988) "Teachers' ways of thinking and understanding" (p. 317) are interwoven with beliefs and theories.

Beach (1994) suggests that beliefs or theories are not always reflected in teachers' practices because the "specific culture of the school" (p. 194) also impacts on the practices of educators. In accounting for the relationship between beliefs, theories, and practice Beach argues that:

> In order to more fully understand how teacher theories lead to their practice, we need to understand more clearly what role the context of the classroom, the school and the community play to mediate individual teacher beliefs and how knowledge mediate teacher's conceptions of the classroom context. (p. 194)

Goodlad (1990) refers to the "knowledge practice tension" where state mandates erode the autonomy of teacher education institutions and teacher educators. He cites a growing tension between state mandates and the beliefs of teacher educators concerning "learnings viewed as being more important" (p. 33). I embarked on the present study aware of the interplay between beliefs, theories, practices, and context at

work in the teacher educators' preparation of reading teachers.

Practice is defined by the Longman Dictionary of Contemporary English as "the actual doing . . . (rather than the idea). Webster's new Encyclopedic Dictionary defines practice as "to carry out: apply. My perception of the term "practice" is similar to that presented in the latter definition. The former definition suggests a dichotomy or even opposition between the idea and the practice. The dialectical view of the relationship between conceptions (beliefs and/or theories) of the mind and practice provides a framework for the present study.

A Personal Perspective

My conceptualization of beliefs is closely related to that presented by Rokeach's (1968) explanation. Beliefs are mental constructs that occur naturally in the individual's quest to understand her or his world. These constructs can be directly related to experience and are not necessarily rational. Some beliefs are ephemeral while others endure. Ephemeral beliefs may occur because of striking occurrences or just a whim. For example, after scoring 50 runs at a crucial point in a cricket match, a player might believe that being a professional cricketer is the ultimate goal. After a few games of low scores, this same person may alter this belief. An enduring belief is often the accumulation of conceptual changes caused by the rejection of ephemeral beliefs. The "cricketer" cited in the previous example may form enduring beliefs on career choices based on a series of experiences which first caused ephemeral beliefs. The effects of ephemeral beliefs accumulate to form enduring beliefs. The beliefs that endure form belief systems, shape theories and are explained through models.

The Longman dictionary of contemporary English defines Theory as "a reasonable explanation of a phenomenon which has not been proved to be true." Implicit in this definition is the premise that theories involve speculation and mental processes. These characteristics are also common to beliefs. However, rationality is an added feature in the theoretical process. Theories, therefore, participate in the cycle of human quest for understanding and for explaining the world. On a micro scale, theories are personal can be created and espoused by any individual. On a larger scale, theories are conceptualized and disseminated by academicians who seek to provide greater insight into phenomena.

Jenkinson's (1968) definition of a model as an "attempt to clarify and explicate the relationship between one facet of reading and another" (p. 4) is extended in this study from reading to any phenomena being explained. The comparison of a model to a "skeleton" and the relevant theory to "the complete organism" adapted by Jenkinson is also useful for the distinction of the two in this study.

My conceptualization of the relationship between beliefs, theories, and models is that each engenders the other. A cyclical pattern may best illustrate this relationship. Inherent in this cycle is the absence of primacy of any entity. Other variables in the equation are, for example, the sociocultural and political elements. These variables are involved in transactions with individuals which result in the formation of theories, models and beliefs that are similar to what already existed but with their unique interpretations. For example my transactions with existing theories and exemplars at the university are unique to my own perspectives. This transaction is shaped by my

past and current experiences. It is impossible for two individuals to share exact beliefs and theoretical orientations. The interplay between existing beliefs, theories and their own spectra of experiences, constantly creates fresh beliefs, theories and experiences.

The Jamaican Context

After the abolition of slavery in Jamaica in 1838, responsibility for education fell to the churches and private trust funds established to educate ex-slaves and their children. The first teacher training institution was commissioned by a trust fund provided by The Mico Charity in the early nineteenth century. Currently, the Ministry of Education, Youth and Culture oversees seven teacher training colleges that offer a three-year diploma certificate in teaching. The institutions are financed by the government of Jamaica and a department of teacher education that forms part of the West Indies College. The latter is owned and operated by the Seventh-Day Adventists Church. Collectively, these institutions graduate more than two thousand early childhood, primary, and high school teachers each year.

In Jamaica, like most other Third World countries, problems like the brain drain exist (Toh, 1977) where the lure of more attractive offers thwarts government investments in educating teachers for the private sectors or for foreign countries:

> The nation is faced with a serious problem of not being able to retain the professionals who have been trained at public expense. Many of our highly trained professionals migrate to greener pastures very soon after graduation. As a consequence, not only does the country lose the benefit of the skills so badly needed in maintaining its development, but a considerable amount of national investment is lost. (Ministry of Education, 1986, p. 5)

Teacher education in Jamaica is also affected by this high attrition rate of professionals to "greener pastures."

Teacher certification is centrally monitored and administered by the Joint Board of Teacher Education (J.B.T.E.), an organization formed in 1965 by the Ministries of Education in the Bahamas, Belize, and Jamaica. Brown (1992) notes that investigations on teacher training institutions in Jamaica are particularly limited. Furthermore, a search of the literature did not result in finding any studies on reading instructor practices at any educational level in this country. The paucity of research is accounted for by Newton (1995):

> Developing countries rely heavily on the more developed countries for the research theories that underpin their work in the field of education. This accusation can be fairly levelled at the countries of the Caribbean as a whole. . . . The major problem here is not a lack of interest or competence; it is a lack of funds to undertake large scale research (p. 79).

The disproportionate distribution of wealth in post-independence Jamaica has been a deterrent to local investment in educational research. Traditionally, the Jamaican rich typically attend the more prestigious schools (generally from K-12), then resort to countries of the North for higher education (Goulbourne, 1988). While over 90% of the Jamaican population are predominantly of African descent, the economy is largely controlled by racial minorities (Nettleford, 1993). According to Goulbourne (1988) "Colour, however, remains a very real question in West Indian societies, particularly in Jamaica . . . perhaps the single most crippling problem facing Jamaican society internally is the question of *colour* which informs all kinds of social existence

including education" (p. 184).

The Jamaican education system also boasts many positive aspects. Jamaica's capacity to prepare its own teachers for the elementary school was established over 150 years ago. This period is "almost as long ago as the same capacity was developed in industrialized countries" (Miller, 1995, p. 25). Since the abolition of slavery in 1838 and independence in 1962 the country has made important strides towards education at all levels. Arguably the economic power still resides in the hands of a minority. However, the visible majority are slowly establishing themselves among the ranks of the most educated in Jamaica (Nettleford, 1993; Goulbourne, 1988). It is essential to recognize that emancipation is a "process rather than an event" (Beckles & Shepherd, 1993). This study is a product of and participant in this emancipatory process as it seeks to document an aspect of teacher preparation in Jamaica.

The Jamaican Language Situation

Jamaican Creole is the term linguists apply to the language spoken in Jamaica by the general population. However, English is the language of education and of all formal transactions in the society (Pollard, 1978). Bryan (1995) presents a recent view of the Jamaican language environment.

> Most accessible at this time is the notion of the continuum which places Jamaican Creole (JC) at one end of the scale and Standard Jamaican English at the other. In between would be a range of intermediate varieties of language which would be the most in use. (pp. 46 - 47).

Pollard (1978) highlights the complexities involved in the Jamaican language milieu and the implications for education.

> . . . it [English] functions as a target language for speakers of Jamaican Creole as they aspire to social and economic change in their situations as they operate in formal contexts. The effect of this state of dual language possibility on the speaking and writing of English by Jamaican Creole speakers is one of the factors teachers find most difficult to come to terms within the classroom situation. (p. 16 - 17)

Other eminent Jamaican Educators (Miller, 1981; Thompson, 1984) highlight problems faced in the classrooms as a result of the language situation.

The language situation in Jamaica is also viewed by linguists as creating a barrier to literacy.

> . . . what is particularly significant is not simply the high rate of illiteracy. Rather it is the large number of the literate population who, at a great expense to the society have acquired literacy, only to have that literacy restricted by lack of competence in English, the language in which literacy was acquired (Devonish, 1983, p. 50).

Teacher education institutions are not insulated from the language complexities in Jamaica. Many Jamaican student teachers enter the Jamaican teachers' colleges without fluency in oral or written English (Lambert & Hayden, 1997).

Summary

Research on beliefs and education has been prolific since the latter part of this century. However, the definition of beliefs has not become any clearer in the literature. Scholars have attempted to create a common frame of reference for this body of research (e.g., Fang, 1996, Pajares, 1992). Despite instances of replication of belief studies (e.g., Deford's TORP survey), this common frame of reference continues to be an elusive ideal. A search of the literature revealed that many recent studies and scholarly articles use the term beliefs without even attempting to define it. The

question then arises: is it necessary or even feasible to pursue coherence and continuity in the fragmented body of research on teacher beliefs? The abundance of literature that substantiates the importance of beliefs on inservice and preservice teachers' practice suggests that this is a worthwhile area of inquiry. Teacher educators' beliefs and how they impinge on preparation of these teachers still remains mostly unexplored. Those who have conducted research involving teacher educators (e.g., Weber, 1990; Ducharme & Ducharme, 1996; Goodlad, 1990) have constantly bemoaned the paucity of research in this area. The present study occupies common ground with other studies on teacher educators. It seeks to elicit the perspectives of a small yet important group of educators. However, the participants in this study do not fit the current North American characterization of teacher educators with university affiliation. Teacher educators in the Jamaican context are faced with unique challenges in preparing teachers for Jamaican schools.

Like beliefs, the area of theoretical perspectives on reading has its conundrums and complexities as a coherent body of research. In contrast to educational beliefs studies, theories of reading have enjoyed more sustained and systematic research. The large body of research in reading has led to the classification of reading theorists into different categories based on their perspectives on the reading process. Paradigm wars concerning appropriate approaches to teaching reading are often engendered by the conflicting body of research on reading. Teaching practices are also influenced, consciously or unconsciously, by theories. Undeniably, research in reading has provided insight into the reading process and there is continuous growth in that body of

knowledge. From another perspective, like beliefs, theories can engender undesirable practices.

The curriculum process involves various stakeholders. These stakeholders can either contribute to the effective teaching within the classroom context or detract from effective teaching. Effective communication between stakeholders results in greater success within curricular concerns (Eisner, 1995).

Theoretical perspectives are highly interwoven with reading and the teaching of reading. The research highlighted in this study (Hayden 1993; Bruinsma, 1985) attests to the importance of theoretical orientations in the preparation of reading teachers. It is my perspective that there is a constant interplay between theories, beliefs, and context which informs the teaching of reading and the preparation of reading teachers. The purpose of this study is not to evaluate the respondents through their espoused theoretical orientation. Cognizance of theoretical perspectives on reading, however, may prove valuable in understanding the expressed beliefs and pedagogy of the respondents in this study.

Beliefs are conceptualizations that are influenced by social, cultural and situational contexts. In turn, these contexts are also influenced by beliefs. There is constant interplay between beliefs and theories. While an accurate measure of the levels of congruence between expressed beliefs and practice does not exist, the literature shows that beliefs do influence practice.

Reading is a process of transaction between reader, text and context (Smagorinsky & Coppok, 1995). The reader approaches the task with cognitive

capacity and a wealth of social and conventional influences. Reading is interwoven with the language processes of writing, listening and speaking. This study focuses mainly on reading because of the structure of the Jamaican teachers' college curriculum where reading methodology is taught as a separate course from language arts methodology. However, it is my view that the processes are inseparable.

While beliefs, theories of reading and teacher educators have enjoyed varying degrees of scholarly attention, a combination of the three in a single study is rare even in countries of the North. The Jamaican perspective provides an even more uncommon area of inquiry. The literature suggests a need for inquiry into teacher educators' beliefs (e.g., Sakari, 1986). However, proliferation of research in this area of education is yet to be evidenced.

CHAPTER 3

METHODOLOGY

Introduction

Before embarking on any study, methodological considerations are essential. In this chapter I will attempt to place the present study in the framework of a qualitative case study. I also outline a pilot study I conducted in preparation for my research. In addition, the setting and respondents, methods of data collection, data analysis and the ethical considerations which guide the study are outlined.

The present study is qualitative in nature using ethnographic techniques for data collection and analysis. In choosing the methodology and research techniques to address a research question, it is useful to ask what kind of response the question requires (Weber, 1986). This study describes teacher educators' beliefs. Therefore, the nature of this phenomenon, the natural setting as the source of data, the number of possible respondents, and the research questions are more suited to qualitative inquiry (Creswell, 1994; Bogdan & Bilken, 1992). In addition, researchers enter qualitative inquiry with a goal of trying to understand the point of view of others to achieve minimal distortion of the subjects' experience (Bogdan & Bilken, 1992). Since qualitative inquiry seeks to investigate process, this research methodology is best suited to explore the questions of this study.

Merriam (1988) states that "Qualitative case study research usually begins with a problem identified from practice . . . . Questions about process (why or how something happens) commonly guide case study research, as do questions of

understanding (what happened, why and how?)" (p. 44). The present study, through interviews, observations, and reflective notes, seeks to provide an understanding of and address the relationship between the beliefs and practices of two selected teacher educators. An understanding of how the beliefs and practices of these teacher educators influence teacher preparation is also a key concern of the study. Therefore, the case study is the selected genre for the present study.

A Qualitative Case Study Framework

The framework for my study was dictated by the research questions which, in turn, determined the qualitative methodologies I employed in data collection and analyses. While being cognizant of scales that were developed to measure belief patterns (e.g., Rokeach, 1968; Silvernail, 1992), I embarked on this study assuming that the beliefs of individuals are not quantifiable. Therefore, documenting the beliefs of the respondents in this study is influenced by my descriptive and interpretative competencies. "The word *qualitative* implies an emphasis on processes and meanings that are not rigorously examined or measured (if measured at all), in terms of quantity, amount intensity or frequency" (Denzin & Lincoln, 1994, p. 4). Qualitative research, according to Bogdan and Bilken (1992): (a) has the natural setting as the direct source of data with the researcher as the key instrument of data collection, (b) is descriptive, (c) renders primacy to process rather than outcome, (d) involves inductive data analysis, and (e) holds meaning as a primary concern. Intimacy between the researcher and the researched also typifies qualitative inquiry (Denzin & Lincoln, 1994). The present study engages these and other facets of qualitative research in its design and execution.

Stake (1995) presents the case study approach in education as one that customarily seeks to understand the uniqueness and commonality among people and/or programs. He highlights the necessity to embark on the case study "with a sincere interest in learning how they (people) function in their ordinary pursuits and milieus and a willingness to put aside many presumptions while we learn" (p. 1). The case study approach characterizes my interest in understanding two teacher educators' beliefs and practices. As a teacher educator (with the presumption that I had similar experiences), it was also imperative to acknowledge the existence of my presumptions as I gained insight from the individual participants in this study.

The case study design according to Bennett and George (1997) can be carried out in three phases: (a) research design which includes specifying research strategy, selecting cases and formulating the general questions to be asked of each case, (b) the implementation of case studies to develop an explanation of each case, and (c) drawing theoretical inferences from case studies. The processes described above were positivistic in orientation. However, the present study adapts and engages these phases in the data collection and analysis procedures. While there is evidence that each phase was employed in this study, the principles of qualitative research suggest that inferences and analyses commence with aspects of data collection:

> It is difficult to separate the processes of gathering and analysing data . . . Once the interviews commence, the researcher cannot help but work with the material he or she is getting. During the interview he or she is processing what the participant is saying in order to keep the interview going forward. Afterward, the researcher mentally reviews each interview in anticipation of the next one. (Seidman 1991, p. 87)

Therefore, while each phase will be detailed in this study, it must be noted that one phase is not strictly discrete from the other. They are recursive.

As noted earlier, the research strategy was determined by the questions that were formulated for the present study. While these questions largely determined the selection of cases and formulating the general questions to be asked of each case, a pilot study conducted prior to completion of my research proposal played an integral role in the decision-making process with respect to research methodology. Eminent researchers view the conduct of a pilot study as a useful preparatory component (e.g., Merriam, 1988; Seidman, 1991; Yin 1993). This pilot study was essential in shaping my data collection procedures. Details and perceived benefits of the pilot study are outlined below.

Pilot study

In preparation for my research, I conducted a pilot study involving two teacher educators in two universities in Western Canada. An additional purpose of the pilot study was to describe, from different perspectives, the beliefs of reading instructors concerning preparing teachers to teach reading within the elementary school context. The pilot study was a qualitative study using ethnographic techniques for data collection and analysis. For this study, I observed three instructional sessions with one respondent. These observations occurred in different classroom settings. I also interviewed this respondent for 40 minutes in his office. The second respondent participated only in an interview session that lasted for 45 minutes. Important methodological decisions for the study were made based on my experiences in the pilot

study. The interviews also helped me to frame possible questions for the respondents in my study.

The interviews consisted of focusing questions which required the lecturers to reflect on their beliefs and practices. I posed the remaining questions to pursue points raised or to seek clarifications and elaboration. Direct observation notes were recorded regarding the instructor's interactions with student teachers.

The pilot study served to hone my interviewing and observation skills. For example, after my first observation, I realized that I mostly took notes of what the instructor said and ignored many other kinds of communication events occurring in the classroom (e.g., student teachers comments about the course). I obtained the instructor's permission to observe him within the classroom context. However, I did not seek the student teachers' permission to record their interaction. This omission constrained the range of my observations. Analysis of the observation data suggested that observing the interactions across entire groups may have provided more information on the respondent's practices and beliefs.

The pilot study also suggested that more than three observations are required to provide rich data for my research. The need for more observations also affected the possible number of respondents for the study as proximity was important to conduct frequent observations. These factors dictated my preference for a single college as the research site. However, the allocation and availability of reading lecturers in the Jamaican colleges did not allow for a single site for data collection. In addition, this experience also alerted me to the need for flexibility within the interviews. Some

questions for the observed participant were different from the one I asked the respondent whom I did not observe. For example, I asked the observed respondent, why he read stories to his preservice teachers at the beginning of each session. The other respondent was asked to outline what took place during a typical session. The location of the interviews was also another important factor. For example, I asked the respondents to name three books, personal or professional, that they would like to have preservice teachers in their program read before they begin their careers. The respondents had access to their personal book collection in their offices. Therefore, they searched their book shelves to aid them in their responses. In other words, respondents may react according to how and where data are collected.

Another methodological decision prompted by the pilot study was the inclusion of student teachers. The design of the pilot study did not permit me to obtain preservice teachers' impressions of the course nor of their instructor's methodological practices. However, I enjoyed informal interaction with the student teachers during the pilot study. This interaction sensitized me to the possible merits of interviewing, interacting with, and observing whole student groups. Therefore, I included student teachers in the design to gain more insight into the manifestation of college instructors' expressed beliefs and practices within their classroom context.

Setting and Respondents of the Main Study

Of the target population which comprises the group of college lecturers in Jamaica responsible for teaching reading methods courses (N=16), two respondents were selected. I collected data in two of the eight teacher training colleges in Jamaica.

Purposeful selection of the sites was based on the willingness of the college administration to accommodate the research and whether the lecturers at that institution were willing to participate. After visiting a total of four teacher training institutions and conversing with potential respondents and administrators, I invited two lecturers to participate. This was done through letters, a document providing an overview of the proposed research and personal visits to the college to participate. This purposeful sampling was based on the potential for selecting "information-rich" respondents (Gall, Borg, & Gall, 1996) while avoiding the selection of eight lecturers who had participated in a previous study (Lambert & Hayden, 1997).

Before selecting the participants, I spoke to seven lecturers who were recommended by administrators of the four institutions I visited. Of these lecturers, two had participated in a previous study, one would be on a sabbatical leave for the period of data collection, another taught reading courses only to preservice teachers for secondary school. Using the criteria outlined above, I selected two respondents from colleges in Kingston. These lecturers taught at separate institutions in Kingston, Jamaica's capital city. While a third respondent met all the criteria to participate, the distance between the rural and the urban colleges made the selection of two Kingston respondents more feasible. While such sampling procedures do not allow generalizabilty of the findings (population validity), the purpose of this study was better met by the potential for in-depth inquiry.

After conducting the first interview with one respondent, she informed me that she had retired from her position as lecturer at the teachers' college. She indicated

willingness to continue participating in my research although the observation component would not be possible. Therefore, this respondent, while providing rich interview data, had to be replaced because the observation component was crucial in addressing the research questions. Another respondent, was selected from the faculty of education in a rural polytechnic institution approximately one hundred kilometres from Kingston. I will now describe the lecturers who were the primary participants in the study. While, the personal and professional landscapes of the lecturers constitute an important aspect of the study, it must be noted that there are very few college reading instructors in Jamaica (approx. 16). Therefore, the ethical considerations of anonymity and confidentiality that guide this study limit the extent of the descriptions I can provide of these lecturers. In addition, I use pseudonyms in referring to the settings and respondents to preserve the anonymity of all participants.

Ms. Speid

On my first visit to Commodore Teachers' College in Kingston, the head of the Language Arts Department introduced me to Ms. Speid. My visit was in the middle of an end of year examination which Ms. Speid was invigilating. Therefore, the Head of Department kindly offered to invigilate for a few minutes while we spoke on the balcony. While presenting the details of my research to Ms. Speid, she suddenly snapped her fingers. "I am sure I have seen you before. Weren't you at that conference at Trelawny Beach Hotel?" she asked. I acknowledged that I had attended the conference. She promptly admonished me (in a friendly way) for gaining so much weight! We made this connection and Ms. Speid also discovered that a faculty member

of her college was also pursuing studies at The University of Alberta. These connections made her much more receptive to the prospect of being a participant in my research.

During our eight-minute conversation, I learned a lot about Ms. Speid. She received her undergraduate teacher training in Jamaica, taught in Jamaica for two years then migrated to the United States where she lived for more than twenty years. While residing in the States, Ms. Speid taught and completed graduate studies in Education majoring in literacy/language learning. Four years ago, she returned to Jamaica with her husband. Her plans were to teach part-time at Commodore and enjoy an early retirement. However, she was invited to join the faculty at Commodore on a full-time basis. My conversation with Ms. Speid took us into many areas. She expressed her concern about the shortage of reading research in Jamaica and the need for greater emphasis on literacy in our country.

On meeting Ms. Speid, I was struck by her vivacity. At about five feet in height and a hundred pounds, her brisk walk and stately dress made her presence much more evident than her stature would suggest. The rapidity of her speech oozed with enthusiasm and wandered to different reading concerns. Our conversation in that brief initial meeting seemed like a one-hour interview worthy of being recorded. The criterion for an information-rich respondent made Ms. Speid a likely participant in my research.

During the term of my data collection Ms. Speid was responsible for teaching one reading course, Corrective Reading, to one group of preservice primary school

students. In addition she taught "Children's Literature" and "Use of English" to first and second year students respectively. My research focused only on the Corrective Reading course she offered to third (final) year student teachers.

Ms. Stephens

On my initial visit to Grand Vale Polytechnic College, I conversed with the Dean of the Faculty of Education concerning my research interests. He indicated to me that Ms. Stephens was the only Reading specialist in the college. Because of my previous collegial connections with Ms. Stephens, I contacted her without formal introduction by the Dean. Ms. Stephens, who is currently completing graduate studies while teaching, showed interest in reading about my research. I gave her a copy of the summary of my thesis proposal and a letter of invitation to participate in my study (see appendix A). Ms. Stephens promised to read the material I had given her and give me some feedback the following day. When we met again, Ms. Stephens expressed apprehension about being able to provide the information I needed in my research. I assured her that I was interested in eliciting her perspective and would not be evaluating any component of her views or professional work. She said that she would be willing to participate but had doubts about the value of her input. However, the Dean and the head of her department highly recommended Ms. Stephens. They were confident that she would be a suitable respondent for my study. Therefore, when the other Kingston respondent informed me that she had retired, Ms. Stephens was contacted and consented to participate in my research.

After being a primary school teacher in Jamaica for sixteen years Ms. Stephens

joined the Faculty of Grand Vale Polytechnic College. At the commencement of my data collection she was beginning her fifth year of service in that college. Since her employment she has been the only reading specialist at Grand Vale. Therefore, she has taught all primary reading methodology courses.

Ms. Stephens, a woman in her early forties, has taught at the primary and tertiary levels of the education system in Jamaica. At eighteen, she began her career as a pre-trained teacher in a rural Jamaican primary school. Pre-trained teachers are teachers employed within the Jamaican education system without teacher certification (Ministry of Education, 1980). She subsequently pursued professional training at a teachers' college and at the University of the West Indies.

During the term I collected data, Ms. Stephens taught Corrective Reading and Advanced Reading to primary school preservice teachers. She taught three groups Corrective Reading and one group Advanced Reading. Corrective Reading is a mandatory course for these students while Advanced Reading is an elective. While the Corrective Reading Groups averaged twenty-five students, there were twelve students in the Advanced reading group.

Profile of Student Teachers

Eight student teachers were also targeted to be interviewed. These were selected based on the recommendation of the instructor. The directive to the lecturers was that preservice teachers should be selected based on their potential to provide rich information related to the study. Ms. Speid of Kingston taught only one reading course (Corrective Reading). Therefore, I asked her to recommend four students from that

class for participation. Ms. Stephens of the rural college taught two reading courses (Corrective and Advanced Reading). Therefore, I asked her to recommend two student teachers from each course. All the initially selected respondents consented to be interviewed.

Seven female and one male student teachers were selected to be interviewed in the present study making a total of eight student teacher respondents. Ms. Speid's Corrective Reading group at Commodore teachers' college was an all-female group. Therefore, she selected four female students. Ms. Stephen's Advanced Reading group was also an all female group and two respondents were selected from that group. In Ms. Stephen's Corrective Reading group there were 21 female students and 5 male students. In this case, I asked Ms. Stephens to include a male student teacher in her selection. Therefore, she chose one male and a female student from the Corrective Reading group. Table 1 describes the composition of student teacher interviewees.

Table 1

College Affiliation and Gender of Student Teacher Interviewees.

College	Male	Female	Total
Commodore	0	4	4
Grand Vale	1	3	4
Total	1	7	8

Althea

The first student who showed interest in being interviewed was Althea, a student teacher in her early twenties. Althea was born in Kingston and has lived there

all her life. In our conversations, Althea exuded enthusiasm about the current directions of her program and her future as a teacher. She was always willing to share her views and to find the other interviewees at Commodore whenever I needed to interview them. Althea's optimism in the early stages of the course typifies her demeanour. She viewed the course as an opportunity for personal growth:

> I will get the chance to go out there, to study a child for myself. Plan a lesson for myself, dealing with the child individually for myself. Not just to take other people's views but I will have my own views and know how to deal with it when I have the large number of students to deal with because dealing individually then I will be more comfortable because I can gain my practice from there.

During my conversations with Ms. Speid, Althea would sometimes consult with her lecturer for advice or just to share her tutoring experiences.

Samantha

Also in her early twenties, Samantha was a respondent who was often startlingly candid. As a future reading specialist, she was initially sceptical about the direction of her Corrective Reading course and tended at times to compare teaching styles of both her reading lecturers. Samantha holds strong views about reading and concedes that while she may not always endorse Ms. Speid's teaching styles, they share similar views about reading:

> Well, it's important, it could be the fourth basic need in a man's life. Food clothing and shelter then reading. You must learn to read because not being able to read, you are just daft as what Jamaicans would say, daft in the society. You are just not a part because even to the little girl being able to know words and so now she feels nicer like she's bright, you know, she feels more in class and knowing when she gets the work correct you know, she feels great.

Samantha expressed enjoyment at the prospects of being a reading specialist in a Jamaican primary school. Samantha viewed being a reading specialist as a means of promoting literacy in her country.

Annette

Annette impressed me as an articulate and purposeful student teacher. During our conversations about reading, Annette always found an opportunity to express her aspirations for taking the Corrective Reading course.

> My expectations are that I am taught how to operate with the child when I go out to interview the child, what questions I am supposed to ask the child. Basically, what Corrective Reading is all about.

Also in her early twenties, Annette is looked on by her lecturers as one of the more fluent English speakers in her group. This sometimes created conflicts between Annette's choices in her program and the choices that were made for her. For example, Annette had opted for a grade three class in a typical Kingston primary school as her practicum site. However she was selected by lecturers to teach grade four in a prestigious school that served children of the rich. The lecturers felt Annette should consider it an honour to be selected for that school. Annette, however, did not hesitate to voice her displeasure at her placement.

During the interviews, Annette was among the more forthright. She was quick to identify probing questions and questions which were rephrased and posed. In the middle of one question she laughingly stated: "Outlook on reading, I think I have been telling you, that's what I have been telling you about (laughs) you are a digger, a prober." One of her main concerns was whether she was getting all the necessary

information from her reading lecturer. However, by the end of the course, she was able to describe her growth as a reading teacher.

Beverly

Perhaps the most reserved of all the respondents was Beverly, a married student in her mid-twenties. In both interviews, the brevity of Beverly's responses were quite evident. Beverly answered many questions with single sentences or even single words. Therefore, considerably more probing was required. However, while observing Beverly tutoring a child under a tree on the college grounds, her penchant for teaching reading was quite evident. The rapport between her and the child was completely uninhibited and they seemed to be having fun with the reading activities she prepared.

Beverly also held strong impressions of what her reading lecturer should do. She insisted that Ms. Speid should address the content of the Corrective Reading course instead of straying from the "point." By the end of the course she found the tutoring experience and the individual assistance offered by her lecturer essential to her growth as a reading teacher for the Jamaican primary school.

Rosalee

The first student teacher whom I spoke with at Grand Vale Polytechnic was Rosalee, an Advanced Reading student in her early thirties. Rosalee is a wife and mother of two children. Her previous career as a library assistant in her hometown was reflected in her apparent love for reading and her curiosity to discover new approaches to teaching reading. From my observations, Rosalee seemed to have a leadership role in her Advanced Reading group that was evidenced in the frequency of her

presentations. While Rosalee rarely smiled in class, I found her to be quite approachable and ready to make her perspectives clear in the interviews.

Rosalee stated that experiences with children at the library prompted her choice to take a course in Advanced Reading.

> I found when children came to be a member of the library and when I tested if they could read certain books at their level, they had much difficulty. So, in my decision to be a teacher, coming to college and hearing about this reading that it was a difficult subject, and knowing what it was all about, helping children to read, you know trying to correct I go out to interview the child, what questions I am supposed to ask the child. Basically, what Corrective Reading is all about.

Latoya

Latoya impressed me as a delightful and diligent student teacher. During our conversations, Latoya spoke with passion and apparent sincerity about her desire to learn more about reading methods. Latoya was single and in her early twenties. She taught as a pre-trained teacher for one year before entering Grand Vale Polytechnic. In the interviews Latoya cites mistakes she made while teaching as her major motivation to take the course in Advanced Reading. "Before I came to college, I was a pre-trained teacher and I had some problems with reading, big problems, and I didn't know how to address them so after I came into this class I have learned a lot."

Humility seemed to be a hallmark in Latoya's journey to become a teacher. She expressed gratitude for the knowledge she acquired in her reading courses. She expressed admiration for her instructor's teaching styles and expressed her desire to emulate the career path Ms. Stephens has chosen.

Vanessa

Vanessa was a final year primary education student in her early twenties enrolled in the three year teachers' diploma program. She was specializing in physical education. On my first visit to Ms. Stephens' Corrective Reading class, Vanessa was among the more active participants. She would challenge points Ms. Stephens made and sought clarification of points she did not understand. In addition, she conversed a lot with Courtney during the lecture and was sometimes mildly reprimanded by Ms. Stephens. Vanessa's stance in classes is supported by her perceived role of the student: "Well, my part is that I go there with an open mind to take in what is taught and with a mind to work also a mind to question things from her, not being a gullible student." She expressed deep satisfaction about the usefulness of her reading course. She prides herself on being able to utilize strategies Ms. Stephens exposed her to in these classes to help children with their reading difficulties.

Courtney

Courtney, the sole male participant, was a final year primary education student enrolled in the three year teachers' diploma program. A student in his mid-twenties, Courtney has worked in a pre-trained teacher's position prior to attending college. Because of his experiences with children with reading difficulties, Courtney held great expectations of his Corrective Reading Course:

> You have a lot of reading problems out there--a lot of problems so from what I see so far, I will be able to really deal with a lot of those so I hope it will equip me more and more to deal with them.

During our only interview and in his Corrective Reading classes, Courtney was

articulate in expressing his perspectives. Courtney lives in Kingston but attends Grand Vale Polytechnic because of the tranquillity it offers him. Due to illness, Courtney was not available for the second interview.

Observation Groups

Besides the two teacher educators and eight student teachers, I sought written consent from all student teachers' enrolled in each instructor's reading courses to observe their interactions within the classroom context. The actions of and interactions among members of the targeted observation groups were recorded to create coherent observational data. Preservice teachers were not the focus of the study. They were involved in the study in order to develop a more comprehensive perspective of the target instructors' beliefs and practices. Each lecturer granted me ten minutes during the first week of classes to introduce their student teachers to my work, and invite them to participate. Letters of invitation and consent forms were distributed to the three groups of participants participating in the study (See Appendix A). Each participant was asked to sign the consent form prior to the commencement of data collection. All students consented, which made the observation of whole groups possible. The observation groups are presented in table 2.

Table 2

Composition and Distribution of Observation Groups

Lecturer	Corrective Reading	Advanced Reading	Total Groups
Ms. Speid	Group 3G (n = 25)	----------	1
Ms. Stephens	Group 3D (n = 28)	Year 3 (n = 12)	2

The Courses

Corrective Reading

Corrective Reading is a forty-five-hour mandatory course designed for year three primary teachers and secondary English specialists. This course is time tabled for three hours per week. The stated goals of the course are to sensitize student teachers to reading difficulties experienced by learners in the classroom; to equip student teachers with the skills for diagnosing these difficulties and guide them to explore specific approaches necessary to help learners overcome these reading difficulties. There is no prescribed text for this course. However, learning resources are suggested (see appendix B). The course in Corrective Reading differs from other courses offered in the Jamaican teachers' colleges in its scheme of assessment. The course work weighting is 60% while the final examination is 40%. For other courses the course work is weighted at 40% and examinations at 60%.

The Corrective Reading course is project oriented. One assignment included in this course requires each student teacher to work with a child with reading difficulties. Assessment of the child's reading behaviours followed by at least ten sessions of

instruction culminates in a case study which carries a possible 60 marks. The examination entails two essay questions which generally call on the student teachers experiences in addressing reading problems.

Advanced Reading

Advanced reading is an elective course with a duration of one hundred and eighty (180) hours. Years two and three (semesters four and five) students are allowed to take Advanced reading. This course is time tabled for six hours per week. The stated rationale for offering this course is that "The urgent need exists to broaden and deepen the professional knowledge and skills of primary teachers of reading as well as to foster their confidence and to improve their attitudes toward the subject" (J.B.T.E., 1990, p. 1). For its objectives, the course seeks to enable student teachers to: (a) evaluate and adjust existing reading programmes, (b) create appropriate teaching learning experiences based on pupils' reading needs, (c) select and design reading assessment instruments, and (d) create and use instructional resources to match pupils' reading needs.

Suggested activities and assignments in the Advanced Reading course include research, micro teaching, symposium, group work, discussion, questionnaires, objective tests, unit planning, essay questions and creating and displaying reading resources. There is no prescribed text for this course. However, books are listed as learning resources (see appendix B). The scheme of assessment for this course weights course work at 40% and a final examination at 60%.

The Classrooms

Room "P"

After walking through corridors and circum-navigating a narrow wooden staircase leading to the staff room of Commodore teachers' college, Room "P" could be found. This room occupied a part of an inconspicuous wing adjacent to the administrative building. The proximity to the main building and its appearance suggests that Room "P" was as old as Commodore teachers' college which recently celebrated its one hundredth birthday. It was here that Ms. Speid held all her classes.

On entering Room "P" which seemed like about 10 feet wide and 20 feet long, the avenues for ventilation were foremost in my mind. Along one side of the room were two open doors at each end while the other side had a door that stood ajar to the front of the room. To the back were tiny wooden louvre windows, the only windows in the room. There were a few charts on the wall which had partially stripping paint. A chart entitled "Ten Rules for Good Writing" was placed prominently on one wall while a poem was placed on the opposite wall. The chalkboard standing about four feet high at the front of the room covered the entire width of that wall behind the lecturer's table. A tiny wooden table and a chair stood alone at the front of the room. That was Ms. Speid's table. About three feet of vacant concrete floor created the distance between a clutter of metal chairs with tiny wooden frames attached for writing purposes facing the lecturer's table.

The heat in the room often seemed oppressive. Students frequently used their notebooks as fans. The wailing of sirens on the city street nearby seemed like a norm

for the occupants of Room "P." No student moved a muscle at the sound of this sporadic sound effect. A wooden ceiling nearby boasted a sanctuary for pigeons. The sound of these creatures also went unnoticed by the seasoned occupants of Room "P."

Room "9."

After descending about 200 metres of steps along a richly vegetated landscape, Room "9" may be found. Room "9" occupies one of three classroom spaces (all housing Language Arts courses) on the ground floor of a two-storey concrete building. Room "9" is as old as Grand Vale Polytechnic whose buildings were completed eighteen years ago. This room housed all Ms. Stephens' Reading classes and was used solely for her classes.

On entering the room, which was about 20 feet wide by 25 feet long, I saw open windows which stretched along the longer walls. These windows provided adequate passage for the cool north east Trade Winds. Two doors occupied the wall beside the main corridor of the campus.

A large metallic desk and a cushioned chair occupied a central position at the front of the room. Students' brown wooden desks with metal frames and beige plastic chairs were arranged in a semicircle allowing a four-foot radius of vacant space between Ms. Stephens' desk and those of the students. The back and another wall of the room were lined with a vacant wooden stand installed for displaying student teachers' work.

The sporadic chatter of other students passing by and interaction in neighbouring classrooms went mostly unnoticed in Ms. Stephens' room. Lawn mowers

humming and the scent of freshly cut grass also seemed like the norm in the vicinity of Room "9."

Data Collection

Data were collected by means of semistructured interviews, stimulated recall and reflective notes.

Interviews

The interview method is geared to elicit the reading beliefs and experiences of the individuals targeted in this research (Seidman, 1991). Semistructured interviews were chosen as primary data collection tools because information around similar concerns is required from all the interviewees (Merriam, 1988; Tripp, 1987). Semistructured interviews also provide avenues for immediate exploration of ideas which respondents present.

Teacher educators

In my study, I used two approaches to interviewing. Focusing questions were designed to encourage the college lecturers to reflect on their beliefs about reading and preparing teachers of reading for Jamaican primary schools (see Appendix C). The remainder of the interview pursued points raised in response to these questions by seeking elaboration and clarification on instructor perspectives.

I interviewed both teacher educators formally on three separate occasions. The location of these interviews varied. Ms. Speid and I had our formal conversations on campus on the staff room balcony and in her classroom. I interviewed Ms. Stephens twice at her home and once in the faculty board room at Grand Vale.

Using a portable tape recorder, I recorded the three individual interview sessions. The average duration of each interview was approximately 45 minutes. However, the actual duration of each interview varied from 20 to 60 minutes as the course of the interview dictated. The first interview occurred prior to classroom observation. The second interview took place after my first observational classroom visit. I listened to and transcribed the audio taped interviews. I transcribed each tape as soon as possible after the first interview. The transcripts from these first two interviews along with my observations and informal conversations, formed the framework for the following sets of individual interviews. During the third and final interviews, I explored further with the participants the themes and commonalties or differences identified in the first two sets of interviews and observations. In addition I asked for their clarifications, elaboration and opinions to obtain a clear understanding of their beliefs of and experiences for reading.

Besides the scheduled (formal) interviews, I had informal conversations with participants as the need arose. For example, Ms. Speid and I normally conversed before her classes while she was at her desk in the staff room. Miss Stephens and I had several conversations in her office and over lunch. These conversations were not tape-recorded, neither were they scheduled. However, reflective notes were recorded shortly after these conversations.

Student Teachers

Seven of the eight student teachers were individually interviewed twice formally during the study. Due to illness, the eighth respondent was interviewed only once.

Each interview lasted an average of 20 minutes. While the initial interviews were generally shorter, ranging from 10 to 20 minutes, the final interviews ranged from 20 to 35 minutes in duration. A semistructured format was also adopted for this set of interviews. Questions for the interviews focused on preservice teachers' expectations for the reading course, their impressions of the ideas the teacher educator conveyed to them concerning reading, and their description of the teacher-educators' practices (see appendix C). The first interview with each preservice teacher occurred close to the beginning of the course (during the first three weeks) while the second interview occurred closer to the end of the course (during the last three weeks). At Commodore college, six of eight student teacher interviews occurred outdoors on concrete benches under trees. The remaining two interviews took place in Room "P". At Grand Vale, all seven student teacher interviews took place in classrooms. Informal conversations with these respondents in college hallways or while they tutored students also provided further data for the study.

Observations

Focused observation was an important technique in this study as it was used to gather data while the respondents were within a situation (Berg, 1995; Sakari, 1986; Spradley, 1980). By using this technique, I employed predetermined categories for observing as recommended by Merriam (1988): (a) the setting (e.g., what does the physical environment look like?), (b) the participants (a description of who is on the scene), (c) activities and interactions (e.g., what is going on?), (d) frequency and duration (how long does a situation last?), and (e) subtle factors (e.g., unplanned

activities). My observations regularly shifted from a whole group perspective to focusing on a specific person (mostly, the instructor), the interaction or activity while blocking out others (Merriam, 1988).

In recording observational data, I adapted Spradley's (1980) recommendations that entail recording a condensed account on site. This condensed report included single words, phrases and unconnected sentences. I expanded on these condensed notes soon after the observations to fill in details and record things that were not noted on the spot.

I selected the role of a passive participant observer for collecting field notes in the study. "The participant observer gets to see things firsthand and to use his or her own knowledge and expertise in interpreting what is observed, rather than relying upon once-removed accounts from interviewers" (Merriam, 1988, p. 88). Spradley (1980) describes the passive participant as one who is present at the scene of observation but does not participate or interact with people to any great extent. However, this passivity of my role was reduced as the research progressed due to the request of the respondents. For example, the lecturers sometimes called on me to contribute to class discussions. To preserve my role, I provided input as sparingly as possible. An extreme case was when one lecturer asked me to read a chapter of a course assignment and write my comments on the students' work. Bluntly refusing the latter request would seem like an affront to the participant. Therefore, I consulted with my supervisor and we agreed that such participation would cause radical shifting of my role from researcher to evaluator. This apparent contradiction of roles was explained to the participant and she accepted

my position.

I sought permission to observe each participant's entire reading classes for a minimum total of five hours per class over the term. For the first semester of each academic year, the Joint Board of Teacher Education which is the governing body for teacher education in Jamaica, prescribes that colleges offer reading courses to only final year elementary school preservice teachers. Therefore, I was not able to observe lecturers teaching introductory courses.

Ideally, I intended to observe a combination of one and two hour sessions in the reading courses taught by each of the selected instructors for a possible total of 10 hours of observation. However, the instructor who offered only one reading course was observed with that single group for a total duration of four hours. In addition, she was also observed within other instructional contexts such as teaching children's literature to a group of first year students and her interactions in the staff room with students who contacted her for suggestions during the Corrective Reading period.

Initially, I asked the respondents to select the classes of their choice for my observation. Ms. Speid had one-hour sessions with her Corrective Reading groups. She chose Wednesdays at 10:20 a.m. as the period when I would observe. Ms. Stephens and I agreed upon Mondays for observing a Corrective Reading group and Thursdays for observing the Advanced Reading group. As the observations and dialogue progressed and as trust developed between the instructor and myself, I sought permission to observe other sessions. For example, I was invited to observe Ms. Speid supervising second year students teaching reading lessons during "in house teaching

practice." Direct observation notes were written regarding each instructor throughout the class sessions. Some interactions of the student teachers were also recorded because these interactions supported the descriptions of the practices of the instructor.

As much as possible, I recorded the time of each observation. However, intervals were not set for recording activities.

Videotaping

Videotaping was conducted with one class of the lecturer's choosing. Ms. Stephens found video taping convenient. I used an eight-millimetre camcorder on a tripod to videotape a two-hour session of Ms. Stephens' Advanced Reading class. During this period I assumed the role of cameraman and did not take observational notes during this session. The camera was pointed at different locations in the room at different intervals. The recording was closely monitored by Ms. Stephens and her students who instructed me to stop recording on two occasions. The first interruption occurred when a student teacher presenter had misinterpreted the expectations of the lecturer. At the end of the lecture, Ms. Stephens also instructed me to stop recording when she was making arrangements for the next lesson.

Stimulated Recall

After the videotaping, Ms. Stephens and I viewed the videotape and we discussed the contents using the stimulated recall technique (Smagorinsky & Coppok, 1995; Clark & Peterson, 1981). The stimulated recall technique according to Calderhead, "typically . . . involves the use of audiotapes or videotapes of skilled behaviour which are used to aid a participant's recall of thought processes at the time of

that behaviour" (1981, p. 212) Calderhead also notes that educational researchers have adopted the stimulated recall technique to investigate the thought processes and decision making of teachers while teaching.

O'Brien (1993) summarizes the stimulated recall technique under six processes, (a) selection and preparation of research subjects which involves establishing rapport with research participants, (b) preparation of the video recording--he suggests the use of two cameras, one used to videotape the teacher and essential audio-visual aids and the second used to videotape research subjects, (c) video recording, (d) stimulated recall interview, (e) typing of interview transcripts and (f) analysis of data. I used only one video camera in this study because of availability of resources and the fact that the teacher was also the chief research participant. In stimulated recall, either the respondent or the researcher is at liberty to pause the tape whenever either wishes to clarify or seek clarification of the observed interactions. I recorded and later transcribed our conversation during the stimulated recall session.

While the stimulated recall technique provides an additional method of getting at the lecturers' beliefs, its flaws as the sole method of data collection have been highlighted by researchers (Calderhead 1981; Marland, 1984; O'Brien, 1993). A major criticism of this technique is that there is no guarantee that the participants' utterances accurately reflect what they were thinking at the time of the recording. With Ms. Stephens, viewing of the video recording seemed to help make her relax. She expressed herself more informally than in the interviews; for example, the use of Jamaican Creole was frequent in her responses.

Reflective Notes

Proponents for the use of ethnographic techniques in qualitative research recommend keeping a reflective journal as an additional source of data and an aid to data analysis (Spradley, 1980; Merriam, 1988). "Like a diary, this journal will contain a record of experiences, ideas, confusions, breakthroughs and problems that arise during fieldwork. A journal reflects the personal side of fieldwork . . ." (Spradley, 1980, p. 71). Journal entries of this nature are sometimes too personal to share in a research publication. According to Webster's New Encyclopedic Dictionary a journal is "a record of experiences or reflections kept for private use" (1994, p. 545). Since my reflections will be included in a document open to public scrutiny I have used the term reflective notes to describe my written thoughts during data collection.

Besides observation notes I attempted as far as possible to write reflective notes at the end of each day on the field. These notes entail my initial insights on the interviews and observations. Difficulties and high points in the field were also recorded. Bogdan and Bilken (1992) recommend Glaser's (1978) concept of "venting" with the choice of either talking to colleagues about the research or writing memos and comments about research experiences. I view both avenues for venting as essential to the research process. However, recording these ideas proved more lasting and served to clarify ideas during data analysis. In addition, my reflective notes allowed me the opportunity to connect the site-based data with those reported in the literature.

Data were gathered using multiple techniques in an attempt to fortify the trustworthiness of my research. Table 3 provides a summary of the data collection

procedures.

Table 3

Summary of Data Collection Procedures

Technique	Ms. Speid	Ms. Stephens	Eight Student Teachers
Interviews	3×1 hour	3×40 minutes	2×20 minutes*
Observation	4×1 hour - 3G (Corrective) 1×2 hours -practicum** 1×1 hour - Children's Lit**	5×1 hour - 3D (Corrective) 4×2 hours - yr.3 (Advanced)	varied - included in whole group
Stimulated Recall	----------	1×1 hour	----------
Reflective Notes	on-going researcher activity		

* One student was unable to attend interview two due to illness making a total of 15 student- teacher interviews.

** Visits to these sessions were not pre arranged therefore the scope of observation was limited to the lecturer.

Data Analysis

Bennett and George (1997) suggest specifying and implementing the research strategy as the second phase in case study research. In this study, each lecturer is treated separately, making a total of two case studies. The student teachers provide

supplementary details for each case. Each case is presented by processing the data into narrative accounts. These narrative accounts encapsulate the dominant themes which were derived from data analysis. Analysis of an interview began when the process commenced. Emerging themes and commonalities were identified across each interview. Data were systematically compared across interviews through content analysis which involves identifying special characteristics of the messages conveyed in the data (Berg, 1995). Two degrees of coding were employed to identify themes in both interview and observation data: open coding was the initial process applied to the interview data. The research questions guided this phase of coding. In addition, I noted areas that were novel and unexpected. I recorded reflective notes based on my interpretation, of the data and how I arrived at these interpretations. During the process of open coding, an objective was to create as many categories of data as possible. I later collapsed most of these categories through the process of axial coding where I developed super-headings for the categories of data in the open coding phase (Strauss, 1987). These super-headings provided the themes included in the narrative accounts.

The transcripts of the recorded interviews as well as initial analyses were given to the participants to confirm the accuracy of the representation of their views. Their comments and corrections, while minimal, were recorded in an attempt to minimize researcher bias. Observation notes, reflective notes, interview transcripts, and videotapes were analysed and synthesized for content and behaviour. Those attributes that pertain to the beliefs of the instructors were the focal points of the analysis. I also asked a Jamaican colleague, a teacher educator conversant with qualitative research

methods, to read and comment on randomly selected transcripts, observation notes and analyses as a means of providing additional perspective to my data reduction procedures.

Theory development is described as the third phase in case study research (Bennett & George, 1997). Through inferencing, the theoretical significance of the data was explored. This inferencing involved inductive analysis of the data and speculation. Merriam (1988) posits that:

> Speculation is the key to develop theory in a qualitative study. . . . It permits the researcher to go beyond the data and make guesses about what will happen in the future based on what has been learned in the past about constructs and linkages among them and on comparisons between that knowledge and what presently is known about the same phenomena. (p. 141)

The findings of this study were compared to the literature on teacher educator beliefs and the Jamaican milieux to identify links or tensions. In the present study, theory development was based on this exploration of the existing literature and inferences drawn from the data analysed within this study.

Trustworthiness of the Study

The scientific evidence of a scholarly study has traditionally hinged on determining the accuracy of the account, discussing its generalizability and presenting the possibilities of replicating the study (Cresswell, 1994). This stance is a legacy of the positivist orientation. However, evolving tenets of naturalistic inquiry have highlighted the importance of establishing standards which are commonly encapsulated by the term "trustworthiness" to address the question of validity and reliability (Guba, 1981; Lincoln & Guba, 1985). Merriam (1988) highlights the importance of dealing with

validity and reliability in qualitative case studies:

> Because of the nature of this type of research, these concerns may loom larger than in experimental designs wherein validity and reliability are accounted for at the start. . . . The applied nature of educational inquiry thus makes it imperative that researchers and others be able to trust the results of research -- to feel confident that the study is valid and reliable. (p. 163-164)

In my research, addressing issues of validity and reliability were crucial to establishing accountability. Therefore, this section is concerned with how my data collection and analysis procedures addressed the issues of internal validity, external validity and reliability.

Internal validity

According to Merriam (1988), "Internal validity deals with the question of how one's findings match reality" (p. 166). She further states that internal validity is concerned with whether the findings capture what is really there or whether investigators are observing or measuring what they think they are measuring. Qualitative research is based on the principle that there are multiple realities or multiple sets of mental constructions. The findings and interpretations of the investigator are also constructions. Thus, it is imperative that the investigator's constructions are credible to those of the participants (Lincoln & Guba, 1985). Merriam (1988) argues that "when reality is viewed in this manner, internal validity is a definite strength of qualitative research" (p. 168). Creswell (1994) suggests that triangulation, feedback from participants, and the level of involvement of participants are crucial to establishing internal validity within the qualitative paradigm.

Triangulation.

I used multiple methods of data collection to strengthen the trustworthiness of my study. By drawing on corroborative evidence, I included a process of triangulation to reduce biases that may evolve from relying exclusively on one data-collection method (Gall, Borg, & Gall, 1996). I employed the following measures to minimize researcher bias and strengthen the trustworthiness of my study: (a) including student teachers in addition to the college lecturer, these participants provided another angle from which to gain insight into the beliefs and practices of the college reading instructors; (b) using interviews (including stimulated recall), observations, and reflective notes provided different avenues for exploring the beliefs and practices of the primary respondents; (c) triangulation by theory included referring to multiple theories as a springboard to data collection and analyses also helped to eliminate biases that may result from relying exclusively on one theory (Gall, Borg, & Gall, 1996; Kamil, 1995).

Feedback from participants. Merriam describes this facet as "member checks" which involves "taking data and interpretations back to the people from whom they were derived and asking them if the results are plausible" (p. 169). During data collection I returned the interview transcripts to the interviewees for their scrutiny and feedback to ensure that I accurately recorded the perspectives of the respondents in the transcripts. I also conveyed my initial interpretation of the interviews and observation data in subsequent interviews and conversations with the participants in my study.

Duration of data collection. Merriam suggests "long term observation at the research site or repeated observation of the same phenomenon" (1988, p. 169). I made repeated visits to the research sites. These repeated visits assisted me in determining

the authenticity of the classroom interactions during my initial visits and minimized the possibility of reporting findings from contrived settings. Remaining in direct contact with the research sites for four months increased the validity of my findings

Collegial examination. I solicited the assistance of a Jamaican colleague in the data analysis procedure. The instructions to my colleague entailed looking at three selected transcripts. She also read the sub-themes and broader thematic categories in my analysis and commented on them. Her feedback served as another check to sensitize me to the impact of my theoretical positioning on the interpretation and reporting of my data. For example, she highlighted tensions between the statements of one lecturer concerning what she described as the ideal instructional context and how she described her practice. Besides reading the transcripts, we occasionally conversed informally concerning my interpretation of the data.

Reliability

The reliability issue involves the limitations in replicating this study (Creswell, 1994). In dealing with issues of reliability the instruments used in data collection are subject to scrutiny. In qualitative research, the researcher is often the primary instrument for collecting data. Merriam argues:

> Since there are many interpretations of what is happening, there is no benchmark by which one can take repeated measures and establish reliability in the traditional sense. . . . Just as a researcher refines instruments and uses statistical techniques to ensure reliability, so too the human instrument can become more reliable through training and practice. (1988, pp. 170 - 171)

My involvement in a pilot study helped to fine-tune my interviewing and observation skills. Initial interview questions for the primary participants were also fine tuned

during the pilot study. Other questions were adopted from those used by other eminent researchers of teacher educators (e.g., Ducharme, 1993). Guba and Lincoln (1985) suggest the use of the terms consistency and dependability in referring to the results of qualitative inquiry. Detailing the procedures I followed in data collection and analysis, created an "audit-trail" (Merriam, 1988) which provides a guide to other researchers desirous of conducting similar studies. A colleague partially followed this "audit trail" by examining selected interview transcripts and gave her feedback on possible themes from the data. Honing my data collection skills, fine tuning interview skills, stating my theoretical position, triangulation and receiving feedback from participants and colleagues contribute to the consistency and dependability of my study.

External Validity

External validity refers to the generalizability of the findings from a study. In other words, it is concerned with how findings of my study can be applied to other situations (Creswell, 1994; Merriam 1988). The number of participants involved in this study and the purposeful selection of respondents mitigate claims of generalizability in this study. However, the procedures I employed in my study enhance the potential for transferability of the findings (Guba, 1981). These procedures for improving the transferability of my findings included Merriam's (1988) suggestions which entail, (a) providing a rich thick description to provide a base of information for anyone else interested in transferability and (b) establishing the typicality of the case which includes the commonalities between the participants and the programme I researched so that others can make comparisons with their own contexts. These descriptions will be

provided in the chapters that follow.

Limitations

Information from the investigation may not be generalizable to all reading instructors and methodology lecturers in Jamaican teacher training institutions. An apparent limitation is the effect of evaluation apprehension. Respondents may have sought to present their beliefs and practices in the most favourable way at the expense of total openness (Cook & Campbell, 1979).

Delimitations

Only two college lecturers in reading methodology were the focus for this research. This was to facilitate an in-depth inquiry into the beliefs and practices of these respondents. The opportunity for detailed exploration into the beliefs and practices of these participants in preparing teachers of reading facilitates a detailed view of the phenomenon being studied.

Ethical Considerations

This inquiry had no potential for producing physical or mental harm to the participants. All participants were informed about the purpose of the research and the use of the data obtained from it. The researcher relied on the written consent of each respondent before starting the interviews and observations. Consent forms were circulated with the letter of request prior to participation.

The anonymity of the respondents is protected at all times through the use of pseudonyms. The respondents were informed of this provision for anonymity, confidentiality and their right to withdraw without penalty at any stage of the study. In

addition, I communicated with my thesis supervisor on a regular basis to discuss the ethical and other considerations of my work.

Summary

In this chapter I outlined the methodological concerns of this study. The design of the study was presented within the context of a qualitative case study. The development of the research was traced from the preparatory work done in a pilot study to the selection of respondents and methods of collecting and analysing data. Data collection procedures included interviews, observations and reflective notes. I engaged a process of content analysis in the formal stages of data analysis. This process involved identifying themes which were evidenced in the data. The trustworthiness of my study was fortified by processes including member checking and creating an "audit-trail" to ensure accountability at all stages of my study. Chapters four and five present the primary participants in two case studies and provide discussions of these cases.

CHAPTER 4

MS. STEPHENS

Introduction

This chapter presents the first of two case studies on the lecturers involved in my research. In this chapter I present the results of my inquiry into Ms. Stephens' reading beliefs and practices. Within the two case studies, I concentrate on exploring through thematic constructs, the lecturers' reading beliefs and practices. It is important to note that my discussions do not entail judgements of the lecturers' instructional competence. First, I describe Ms. Stephens' professional context and the research relationship we enjoyed. Secondly, I describe her reading beliefs and practices within the framework of four major themes which surfaced from the data. These themes are (a) beliefs about reading, (b) beliefs about teaching reading, (c) lecturer practice and (d) stakeholder influence on Ms. Stephens' beliefs and practices. I also present my reflections at the conclusion of each major theme. Finally, I explore Ms. Stephens reading beliefs and practices in relationship to existing theories found in the literature.

Transactions with Ms. Stephens

Ms. Stephens was a lecturer whom both faculty and students of Grand Vale Polytechnic recognized as the reading specialist of that institution. The student-teacher interviewees of Grand Vale often mentioned her expertise with respect to reading concerns. The contacts I enjoyed with Ms. Stephens through interviewing, observation and videotaping were clearly processes of negotiation. Assurances that I would be visiting to collect data and not to assess her teaching styles preceded my entry into her

course sessions. Initially, we carefully selected the sessions for my observations. However, as time progressed, Ms. Stephens welcomed me in her classes whenever I wanted to attend. I acknowledged that Ms. Stephens had an extremely busy work schedule when setting up times for the interviews.

During our first interview session, it appeared Ms. Stephens was not totally comfortable with her role as a respondent in my study. The fact that we met in her home did not allay her initial trepidation. She spoke in nervous tones although she was quite candid in her responses. The brevity of our conversation also attested to Ms. Stephens comfort level during this first interview. For example, when I mentioned that I had only a couple more questions to ask, her laughing response was "Thank God!" In subsequent interview sessions, we had more personal conversations and shared jokes prior to attending to my questions. This approach created a more relaxed setting for our conversations.

My initial observations in Ms. Stephens' class also produced some discomfort. Twice while teaching, she walked in my direction and stared directly into my note book. At the end of an earlier session, Ms. Stephens confronted me. She stated that having me observing her classes and not receiving feedback from me was unfair. After that episode, I shared my notes with her with the result that she seemed quite unconcerned that I was taking notes in subsequent sessions.

As time progressed Ms. Stephens became at ease with my presence as a researcher. We often had lunch together and she even offered me temporary office space. She often joked with other colleagues that I had "taken over" her office. Eventually, Ms.

Stephens also felt free to share her concerns about student teachers and administrative matters in our informal conversations.

My experiences with Ms. Stephens were transactions. Negotiation was a prevalent aspect of our contacts. As a researcher entering her professional domain, I had a blueprint for data collection. However, she sensitized me to the necessity of being aware of the realities of fieldwork. Ms. Stephens was a person with her own agenda and aspirations. I also had a research agenda. Through negotiation, we accommodated each other's agenda. Making sense of my transactions with Ms. Stephens involved a thoughtful process of negotiation with the texts taken from the field with the result that the process of negotiation continues although physical distance between us has increased.

Beliefs about Reading

Ms. Stephens indicated that reading is essential in extending an individual's knowledge base. She expressed a strong conviction that reading is the foundation on which other areas of knowledge was built.

> Teach a child to read, then of course we would be equipping him to learn and if we have not met that goal, that objective, it simply means that we need to. I believe that reading should make students literate to function in the society, and if we are not doing that, it simply means that we have failed.

Her conception of reading extended beyond word recognition and comprehension. She stated that the child who can truly read can analyse situations, interpret and question what he or she reads. For Ms. Stephens, reading acts as a catalyst for decision-making and creating critical thinkers.

Commentary on Reading

For the greater part, Ms. Stephens referred to the nature of reading as it related to both epistemological concerns and societal implications. She mentioned, for example, that reading enables the child to assume a "rightful" place in society.

> If you are reading, it simply means that you are going to be literate, and if you are literate you will be able to achieve higher learning and to take your rightful place in society. So, once you teach a child to read effectively, that is, you are preparing him for the world of work so to earn a livelihood. Mark you, I am not saying that people will not be able to earn a livelihood if they cannot read . . .

Economic and social concerns were prevalent in Ms. Stephens' discourse on the place of reading within the Jamaican context.

Ms. Stephens also indicated that reading involved the integration of skills. She viewed reading and writing as interwoven entities. She abhorred the idea that teachers teach reading and writing as separate entities within the Jamaican primary school context. "Reading is a complex process and it involves a lot of skills. These skills should not and as a matter of fact cannot be taught individually, so there has to be integration no matter what grade you are teaching." Therefore, for Ms. Stephens, different sources of knowledge and skills converge to form a holistic reading experience.

Recognition of a social reality also predominated Ms. Stephens' belief statements about reading. She used the term literate to describe a child who can read. "I believe that reading should make students literate to function in the society, and if we are not doing that, it simply means that we have failed." The society Ms. Stephens often

described was one that favoured "literate" persons. Ms. Stephens presented the relationship between reading and the reader and society as one of reciprocity. A more competent reader, according to Ms. Stephens, can benefit more from reading. The more the reader benefits from reading the greater the participation he or she enjoys in societal opportunities.

Children's Characteristics

Recognition of the background and other characteristics of the learner was high on Ms. Stephens' stated priorities for teaching reading. She presented the view that successful reading needed to be an individual experience. In her teaching context, this success often resulted from continuous struggles to surmount the obstacles to reading present in children's daily experiences.

> I am looking at some of the physical, emotional, psychological, you know, factors which actually influence students' performance in reading. A child coming to school who cannot read, most teachers believe that the child is useless, not knowing that there can be problems in the child's life which we need to eradicate--eliminate before we can successfully teach that child to read.

Ms. Stephens, therefore, inextricably linked reading with the social conditions of the reader. In epistemological terms, Ms. Stephens believed the relationship between the knower and the known was influenced by the socialization which predominates the reality of the knower.

Ms. Stephens believed social incentives of economic mobility and respectability, drove the quest for the knowledge encapsulated in reading. The child who did not acquire this knowledge was delegated to less than fulfilling social existence:

> If a child can read, he doesn't need help. It's when they can't read they need the help most. If they are not getting--giving it to them at that level, then it simply means that you will probably be faced with a dull future because they are going to leave school being illiterate.

Ms. Stephens' belief in the importance of reading and literacy was acknowledged by Latoya, a student in her Advanced Reading course.

> I think that she believes that reading is very important and it's very important for us as teachers to have a knowledge of reading, about the different strategies that can be used to teach reading and I think that during her teaching she emphasizes the importance of reading.

Vanessa echoed the social influences on the learner.

> Well, I am understanding that we'll have to deal with students in the classroom from different socioeconomic status and we don't have--all students come from different backgrounds, different homes so you just know how to deal with them on an individual basis so to speak.

Ms. Stephens' conception of reading was interwoven with social and economic concerns as they related to the realities of the Jamaican instructional contexts.

Reflection

Ms. Stephens' view of reading as a vehicle for social and economic mobility superseded reading for aesthetic purposes. My observations suggested the methodological preparation Ms. Stephens gave her students was consistent with the functional view of reading that she presented. She placed emphasis on strategies to develop various reading skills (e.g., comprehension). This is not surprising since Ms. Stephens admitted to reading mostly informational books. Ms. Stephens did not discourage reading for pleasure. Traditionally, children have learned to read through narratives since their lives are characterized as narratives. However, pleasure can also

be derived from informational books.

Ms. Stephens communicated this emphasis on reading for information to her classes by exposing them to methods of developing various reading skills. In my observational visits in both Corrective and Advanced Reading classes, I did not witness even one instance of her story sharing with her students. Students shared passages from basal readers and books from different content areas.

As a teacher educator, Ms. Stephens' functional view of reading provides interesting insights on the place reading occupies at different levels of education in Jamaica. In my conversations with Ms. Stephens' student teachers, they echoed the importance of reading as a gateway to improving the individual's social and economic status. They also felt that reading should emphasize the development of skills which will help children to perform well in other subject areas. Ms. Stephens may have communicated the beliefs about reading to her students. However, the possibility also exists that these student teachers may have held these views prior to their exposure to Ms. Stephens.

Linking Ms. Stephens' functional view of reading to the popular paradigm of "modernization" which has prevailed in popular Third World development agendas is possible. Proponents of this paradigm view functional literacy as a panacea for the social and economic crises of countries and as an avenue for improving the status of the citizens of these countries. This potential of literacy has not been realized within these countries, yet the exemplar retains popularity within these contexts (Zachariah, 1980; van der Gaag, 1993, George, 1987). Recent theories of reading suggest sensitivity to

individual, social, cultural, and political contexts as essential components of reading programmes (Heath, 1983; Fingeret, 1983; Barton, 1994; Ferdman, 1990). Ms. Stephens was acutely aware of the socio economic realities in Jamaica. She also emphasized the importance of catering to the individual needs and background of the learner in order to facilitate reading. However, her beliefs about literacy as a functioning agent for the individual in society did not reflect the alternative paradigms of literacy. These alternative paradigms (e.g., Freirean) present literacy as a vehicle for understanding and claiming a meaningful position in the political and cultural aspects of society (Bee, 1990).

Beliefs about Teaching Reading

Teaching reading occupied a special place in Ms. Stephens' teaching career. Reading enjoyed the distinction of being a subject that occurred across her entire professional experiences at both the primary and tertiary levels. Her beliefs about teaching reading were most evident in the following categories: (a) methods of teaching, and (b) assessment and evaluation.

Methods of Teaching

Ms. Stephens emphasized using teaching methods that "worked with the students." For her, the primary school teacher should have at his or her disposal multiple approaches to teaching children reading. The teacher should use appropriate approaches to suit the reading needs of children.

> You need to be aware of the fact that there is no one best method for teaching reading and no one method will work with every group of students. So students need to be aware of the different methods, different

strategies and also to be able to use them effectively.

She believed that reading in Jamaican primary schools is largely lacking in this variety of approaches. She lamented the prospects of having her students abandoning the methods that she exposed them to in college in favour of the "old mold." "My great concern is that once student teachers leave college that tends to be the end of effective practice. They go back into the classroom and they fall into the same old mold." Ms. Stephens associated the "old mold" with teachers in the primary schools who are stagnant in their approaches to teaching reading.

Besides having multiple approaches at hand, Ms. Stephens believed spontaneity should be an essential part of teaching reading. She felt that the teacher should be sensitive to children's interests and abilities and should adjust his or her teaching methods accordingly.

> A lot of research is going on in the field. You have different methods, different techniques, so you should have at hand methods. If one fails, you can actually resort to another because a method may work well with one child but does not work the same way with another. So, you as the teacher, you must be able to attend to cues the children are giving and you should be able to act spontaneously in a given situation. It's not that you are going to plan a lesson, go into the class and execute it. You may find that you are teaching a lesson and you may find that there is a need to change your approach because students are not understanding.

Ms. Stephens believed that the reading teacher should be constantly researching to keep abreast with different approaches to teaching reading. The teacher exposed through research, to a variety of methods, is better equipped to evoke the spontaneity Ms. Stephens deemed necessary for the effective teaching of reading.

Integration of skills to create meaningful activities was high on Ms. Stephens'

agenda for teaching reading. While she believed that reading is a skills-based activity, she felt that teachers should teach these skills within meaningful contexts.

> I do acknowledge that reading is a complex process and it involves a lot of skills. Then I'm of the opinion that these skills should not and as a matter of fact cannot be taught individually. There has to be integration. No matter what grade you are teaching there must be integration of different things. For example we should not teach word recognition and leave the teaching of meaning for a later date. In terms of teaching word recognition skill, for example, you teach sight words, then you also need to be focussing on meaning in context.

The notion of integrating skills did not rank on Rosalee's list of elements that she thought Ms. Stephens would look for if she observed her teaching reading to children.

> Rosalee: It depends on what you are teaching
>
> Clement: Give me an example.
>
> Rosalee: Example, you are teaching a phonics lesson. The first element is the auditory stimulation. When you are in the class the first thing you have to do, for example, you are doing the introduction in a jingle. You have to read the jingle so the child can hear the sound of whatever you are teaching. You have to know the elements then you know after the visual stimulation--auditory stimulation you go on to the visual. You present what you are teaching to the pupils. She would look out for the letters if they are written properly--the formation of the letters. The clarity in the presentation of the chart.

Rosalee's description of Ms. Stephens' methodological preference was based on a set pattern. This student's lesson did not include these avenues for spontaneity that Ms. Stephens described earlier.

Vanessa also mentioned that skills ranked high on Ms. Stephens' instructional agenda. When asked what her lecturer would consider to be a good reading lesson, she

provided the following description:

> Being able to bring across the skills and the sub-skills effectively. For example, reading is the skill and the sub-skill would be like phonics analysis. Getting to know short vowel sounds, using medial--what you are telling the students is correct and if you are misleading the students and all of that. From that you could say that the lesson was very good, using the aids and bringing across that lesson effectively.

It is noteworthy that both student teachers referred to the teaching of phonics in their examples. Ms. Stephens referred to comprehension as an example when I asked her to describe a good reading lesson. Like Rosalee, this lecturer said a good reading lesson depended on the sub skill of reading the teacher was teaching. She also mentioned her general concerns for all lessons "how do you introduce your lesson? How do you develop the lesson? How do you make use of your student's experiential background?" She stated that for a comprehension lesson, teachers should ask, "Are we satisfied that students are cognizant of the responses they are giving? Do we ask for justification of these responses?"

Assessment and Evaluation

Ms. Stephens expressed the conviction that reading teachers in Jamaican primary schools spent too much time on testing and they gave very little attention to teaching. She posited that assessment should be an ongoing part of teaching and should be far different from what she witnessed in the classrooms she visited over the years.

> Visiting the schools, I see more of testing of reading rather than teaching. There is need for change in the practices of teachers and we need to seize the opportunity for teaching our students rather than testing them. What does it say to you when a teacher says to a child "turn to page" lets say "five. Read the passage and answer the questions" and that's basically testing.

Ms. Stephens referred to this wholesale testing as a source of teacher frustration and under accomplishment in teaching reading. She placed the onus on the teacher to become abreast with new trends in assessment and evaluation through in-service programs and research.

Effective assessment of reading according to Ms. Stephens is incorporated into the regular flow of classroom instruction. She believed that delegating large time blocks of lessons to testing might be better spent in instruction.

> Let's say you have a lesson for thirty minutes I believe you should use twenty minutes of that time--twenty, twenty-five . . . engage the students in worthwhile activities. Playing of games, let's say you have done sight words, you don't have to ask children to stand up and spell words. You can prepare a game that the students can actually participate in and then and there you can listen to find out whether or not they are reading the words and that will tell you if they have learned. So I want us to move from the whole situation of teacher giving students a spelling test. Let's prepare a game. Let's observe them playing the games and we would see whether or not the skills have been mastered.

Assessment and evaluation in reading were a chief concern for Ms. Stephens. She mentioned that if she got an opportunity to pursue doctoral studies, she would choose assessment and evaluation in reading as her focus area.

During the student teacher interviews, assessment and evaluation were topics high on their agendas. However, they showed far more concern about Ms. Stephens' assessment and evaluation of their performance through course work and examinations than in classroom practice. Three of the four student-teacher respondents mentioned Ms. Stephens' grading of their work as their chief (mostly only) source of displeasure in taking reading courses with her. Latoya stated that Ms. Stephens' reputation for

"marking hard" preceded her entry into her reading courses and she found that reputation intimidating.

> Well, at first, I was scared because knowing Ms. Stephens and that she marks hard and things like that I was scared but after a while, I just got used to it. I was able to go up there and teach without feeling nervous which was one of the things I remember most, going up there in front of Ms. Stephens without feeling nervous.

Vanessa presented her time in Ms. Stephens' Reading methods classes as positive learning opportunities. However, she was quick to point out that her only source of displeasure was her marking. She also described what she perceived as the effects of Ms. Stephens' marking on other student teachers.

Rosalee described Ms. Stephens' marking style as a challenge to her students to work harder. She stated that Ms. Stephens' marking style was that of a perfectionist. She believed Ms. Stephens marked the way she did because she did not want to send student teachers in the classroom who would embarrass her.

> Without any offence, I think Ms. Stephens is a perfectionist. She loves to see things perfect and sometimes you really try and try and think you have done it and then you might make one little mistake and you end up not getting an "A." You know--I don't know. She is just trying to get the best out of you

While Rosalee prided herself on getting a rare "A" from Ms. Stephens in her first year reading course, such a distinction has eluded her in the two subsequent reading courses she has taken.

> I did a readiness booklet and there was one "A." I got the "A" and I never got another "A." Well I got B+ but I never got another "A." When you get "B+" it's very high from Ms. Stephens.

During my observational visit to an Advanced Reading class the issue of grades

surfaced. Toward the end of a class Ms. Stephens was collecting course assignments that were due. The following conversation ensued between Christine, an outspoken student and Ms. Stephens:

Christine: Miss, I hope your marking improves.

Ms. Stephens: I hope your work improves.

Christine: Miss, I hope you don't fail anybody.

Ms. Stephens: Why do you think I want my students to fail?

To Ms. Stephens, the grades she awarded her student teachers course work and examinations were far less important than their exhibition of effective teaching strategies in the primary school classroom. Ms. Stephens' was aware that student teachers accused her of "marking hard." She stated that she did not "give" grades. Students "earned" grades.

> When it comes on to grades really to me it does not make sense students get high grades and are not able to practice, so if my students get low grades and they go out and practice well, to me that is a greater satisfaction. I've seen that happen really.

Student teachers indicated that Ms. Stephens grading of their work was their great source of dissatisfaction. However, Latoya stated that she wished Ms. Stephens gave them more tests.

Reflection

During my interaction with Ms. Stephens and her reading groups, she clearly emphasized using particular strategies to develop specific skills. Rosalee's, rigorous description of a "good" phonics lesson demonstrates that Ms. Stephens believed certain

strategies are typical in the development of particular skills. This belief creates an apparent dichotomy between Ms. Stephens' verbal advocacy of integrating skills while teaching reading and her students' perception of a good reading lesson. I observed discussions where methods for developing different reading skills received both Ms. Stephens' and her students' attention. In describing a "good" reading lesson, Ms. Stephens and her students separated methods for teaching a comprehension lesson from methods for teaching a phonics lesson. However, this separation could be attributed to the design of the primary school curriculum where the Curriculum Unit of the Ministry of Education suggests specific lessons for phonics, listening, comprehension and other sub skills of language arts. Ms. Stephens correctly stated that her course contents were "in keeping" with what teachers were expected to teach in the primary schools.

Having specific strategies to help in skill development is not unique to Ms. Stephens and her student teachers. Clay's (1979) statement that "the integration of skills cannot occur as long as the child is happily inventing the text which he [sic] is supposed to be reading" (p. 134) suggest that the reading teacher has to employ strategies to aid in skill development to equip the child before integration can take place. However, I did not observe any lessons where Ms. Stephens and her group focused on integrating different reading skills. It is noteworthy that I observed lessons where integration of reading across different subject areas (e.g., Science) was the focus. The integration of reading skills did not receive this attention during my observations.

Another clear dichotomy is seen in Ms. Stephens' perceptions of assessment and evaluation versus her student teachers' perception. Assessment and evaluation were

clearly sources of tension between Ms. Stephens and her student teachers. Her grading policy obviously perturbed students whenever they had to submit course work to Ms. Stephens. I frequently overheard students expressing their concern about the grades Ms. Stephens would "give" them for their efforts. This atmosphere presents the antithesis of Ms. Stephens stated beliefs about assessment in the Jamaican primary schools. While she advocated non-threatening evaluation contexts in the primary schools as Latoya expressed, Ms. Stephens' student teachers were clearly intimidated by her classroom evaluation practices. Hayden, (1993-94) observed that "the acceptance of a belief system" more closely aligned to student teachers experiential knowledge requires less of a "leap of faith." If one agrees with Hayden, student teachers would more widely accept Ms. Stephens' advocacy of non-threatening assessment in primary schools if Ms. Stephens exposed them to these same strategies through her own instructional techniques.

Research and scholarship exposed Ms. Stephens to many methods of teaching reading. This was evident in the multiplicity of strategies she dictated in her notes to her students. I found her to be a lecturer who constantly sought material concerning reading methods. In a telephone conversation since my return to Canada, she asked if I had any recent publications on the assessment and teaching of reading to share with her. She shared a wide range of strategies with her student teachers. However, the integration of these strategies within her own instruction was less frequent.

Throughout the entire period of observation and during my conversations with her, Ms. Stephens did not mention a theorist who influenced her practice. Neither did she

make specific reference to any of the paradigms for teaching reading (e.g., top-down, bottom-up and interactionist). Only one of her student teachers, Vanessa, mentioned Piaget in our conversation. This absence of direct references to theorists or paradigm does not mean that this lecturer was not aware of these theories. However, the absence of overt references raises speculation concerning the influence of these theories on Ms. Stephens' beliefs and practices.

Lecturer Practice

Demarcating Ms. Stephens' practices from her beliefs entails a certain level of complexity. However, this section describes her methods of instruction. Ms. Stephens' characteristics as a reading lecturer are also highlighted in this section.

Methods of Instruction

Ms. Stephens had strong beliefs about her methods of preparing teachers of reading. As was mentioned earlier, she wished to introduce her student teachers to new and innovative styles of teaching reading. Her source of satisfaction stemmed from witnessing these teaching strategies implemented in the primary schools by her students. Ms. Stephens believed that preparing effective reading teachers entailed getting preservice teachers actively involved in all facets of her classroom activities. She mentioned that she embraced this approach after being sensitized to her misconceptions of college teaching during her first year as a lecturer.

> In terms of the first year when I went in terms of my whole approach todelivery. I had this idea that I was going to a teachers' college and I am dealing with teachers so it would all be good and well to lecture to students. Now I understand that things have to be done in a practical way to assist learning. While they are at teachers' college we should not actually take

> things for granted and say well they have gone through the high school system. So this whole lecturing with the students rather than having interaction is what I have learned and getting them to put things in practice, having demonstration presentations and all of that.

Discussions

Ms. Stephens' emphasis on interaction was evidenced during my observational visits. In Advanced Reading, students were mostly arranged in groups, discussing teaching strategies and then presenting them in the whole class context. Discussions were also dominant in both courses during my visits. Ms. Stephens' occupied her position at her desk at the front of the room when she lectured. However, I often observed her sitting beside students or walking around room "9" during whole group and small group discussions.

Discussions in Ms. Stephens classes often turned into debates. She often allowed students to challenge her position. These discussions were more prevalent in Advanced Reading classes. On one occasion, for example, Ms. Stephens asked students to construct questions to promote story comprehension. She then asked students to comment on these questions. Ms. Stephens also constructed a question. Some students criticized the wording of her question stating that the answer was too obvious. Initially, Ms. Stephens spoke in defence of her question but later acquiesced and elicited students' suggestion. Ms. Stephens then wrote the students' revised questions. The debate continued and after several revisions students seemed to be satisfied. Christine nodded in satisfaction and whispered to Elaine, the student next to her. She said that the version the group had agreed on was the way she wanted the sentence to be worded

but Ms. Stephens wanted to "have her own way."

Ms. Stephens emphasized her perceived value of debates of this nature. She viewed participation in such debates as an informal measure of her student teachers' performance and an indicator of how they will perform as reading teachers.

> Ok, over the years we have had very hearty discussions in terms of instructing student teachers how to diagnose and deal with problems in the classroom. . . .The responses that I got from students . . . especially when you have discussions and so on and you get a sense of satisfaction that it seems as if they are actually grasping and they are willing to an extent to go out there and implement what they have learnt.

Rosalee found the discussions to be valuable to her as a student-teacher and highlighted the value to Ms. Stephens.

> During the discussion you can ask questions and things that you don't understand you will be able to understand it better during the discussion and you can share your opinion. . . . She is a reading teacher and preparing us to be reading teachers, our reaction during discussion, during teaching will, help her to understand whether or not her teaching is being that effective.

Discussions were the norm in Ms. Stephens' Advanced Reading classes. However, in Corrective Reading classes, it appeared that Ms. Stephens accepted less student input in the discussions. Ms. Stephens' questions often led to single sentence utterances by individual students and her lecture proceeded. Occasionally students did not respond at all to Ms. Stephens' questions. Questions posed by student teachers sometimes interspersed Ms. Stephens' lectures in Corrective Reading. However, discussions were not as "hearty" as in the Advanced Reading classes. Students in the Corrective Reading classes usually sat with their pens poised to record Ms. Stephens' utterances.

Micro-teaching

Ms. Stephens believed that creating avenues for student-teacher practice was an important strategy in preparing reading teachers for the world of teaching. Micro-teaching was a popular activity she employed to create these avenues for practice. According to Ms. Stephens:

> As far as I'm concerned if they are going out and teach reading in the Primary School ground they need to be aware of the strategies. Being aware of a strategy or an approach does not necessarily mean that you know how to use it. So, in addition to getting them to be aware, you do micro-teaching. You actually get students to practice in the classroom, the use of each strategy, before they go out so that when they go out they will be more or less equipped to teach the lesson.

For Ms. Stephens, micro-teaching was the next best approach to getting actual primary classroom practice. She stated that because of Grand Vale's distance from a primary school, getting children in her methodology courses was difficult. Therefore, her students had to practice in their classroom context having their classmates pretending to be students from the primary grades.

While Ms. Stephens described having children in her reading methods classes as the favoured situation, she expressed satisfaction at the results of the micro-teaching activities.

> The responses that I got from students, especially when they do micro teaching, especially when you have discussions and so on and you get a sense of satisfaction that it seems as if they are actually grasping and they are willing to an extent to go out there and implement what they have learnt.

Ms. Stephens emphasized that student teachers were expected to provide a critique of their group mates' teaching. However, she pointed out that she discouraged "adverse

criticism" because such criticism would "prove damaging to further micro-teaching activities."

Courtney shared Ms. Stephens' views on the value of micro-teaching. "We'll gain a lot of experience from doing small teaching--micro teaching in class. That is equipping us with certain tools." Latoya also described these micro-teaching activities as her most memorable experiences from the reading courses. Latoya stated, ". . . teaching practice sessions, when you have to go up there and teach in front of Ms. Stephens that's what I remember most. It was good, we were placed in groups and we were given a topic to teach." However, Latoya expressed the need for more avenues for practice. She mentioned that she would include these activities after teaching each topic in her reading methods class. Responding to a question about her sources of dissatisfaction in taking Advanced Reading, Latoya provided the following response:

> I think it will have to be not getting enough practice, more time to go up there and practice teach. That is my source of dissatisfaction. We need more practice in that area. Some of the strategies that she teaches us, she just tells us like the procedures. We need to go up in front of the class and practice. You know, practice how to do them so that we are sure. Not just tell us about it. We need to use whatever she tells us in practice.

During my observational sessions I witnessed the Advanced reading group engaging in micro-teaching activities. Ms. Stephens dedicated entire two-hour sessions to these activities. Once when Ms. Stephens arrived late, I witnessed the student teachers fervently preparing for micro teaching activities. Student teachers worked in groups of four. There was one teacher in each group. However, each member contributed through creating instructional resources or researching the content for presentation. When Ms.

Stephens arrived, she sat at the back of the class while the micro-teaching activities took place. After each group presented, a discussion of their lesson ensued. Ms. Stephens and her student teachers highlighted strengths in each lesson and made suggestions for improvement. The lecturer and student teachers were quite excited about the micro teaching activities.

Presentations

Besides micro-teaching, Advanced Reading students made presentations on selected topics. Ms. Stephens' mentioned that she saw student-teacher presentations as an alternative to having lectures; ". . . having interaction and getting them to put things in practice, having demonstration, presentations and all of that." Rosalee acknowledged that Ms. Stephens included presentations in her activities. However, she wanted to see more opportunities for student teacher presentations. "You know, it would help the students to grasp the concept better when they do the work and then come and do the presentation instead of the teacher just putting out the information. Get the pupils more involved." Latoya also believed Ms. Stephens should create more avenues for presentations. More presentations, she believes, provide incentive for student-teacher research assignments.

> Ok, for some homework that she gives us like we are to research some information for class the next day and like when we come to class she will just tell us the information so we don't really--so sometime when she gives us the research we don't bother to look it up again because we know that when we come to class Miss is just going to give us the information. That is what I didn't really like.

I observed several student teacher presentations in Ms. Stephens' classes. One such

presentation addressed the concept of readability. Ms. Stephens sat at the back of the room throughout the presentation. She interjected at intervals to receive or make clarifications and attended to grammatical concerns in her student teachers' speech and writing. At the end of the presentation Ms. Stephens returned to her desk and commended the presenters. She also told the presenters to applaud ("clap") themselves. Ms. Stephens commented on one group's definition of readability. She asked a member of the group to dictate the definition to the whole group. The student teachers recorded this definition in their notebooks. Christine commented that it was the first time Ms. Stephens had been pleased. Ms. Stephens ignored this comment and continued with the discussion on the presentations.

Lectures

While Ms. Stephens demonstrated awareness of the importance of using varied strategies, lectures occupied an important part of her instruction. However, she did mention that she relied on this method far less than she did in her first year as a college lecturer. Ms. Stephens seemed to employ the lecture method more frequently in her Corrective Reading classes than in Advanced Reading. During lecture sessions Ms. Stephens employed two tones in her speech. A more conversational tone was evident when she wanted to have discussions then she would revert to a more formal tone when she was dictating notes. Students seemed aware of this pattern and wrote in unison when Ms. Stephens reverted to the formal tone.

Ms. Stephens did not refer to lectures as one of her favoured instructional strategies. However, she did refer to this approach during the interviews. On one of my

"unexpected" visits to Ms. Stephens' class, she interrupted her discussion and informed me that she was not having a "formal class" for that session. She explained that she designed the session to be a question and answer discussion session. I asked her what she meant by a "formal class." I found no record of a response to my question.

Note taking was an integral part of Ms. Stephens' lectures. Student teachers were always keen on writing notes and except for the sounds of Ms. Stephens' voice and the rustling of paper, silence pervaded Room "9" during these periods. Often while dictating notes, Ms. Stephens used no text or written script. One such instance was when she was itemizing reasons for regression in her Corrective Reading class. Occasionally, students interrupted Ms. Stephens for clarification, repetition, or to debate a point. Ms. Stephens spent time listening to her students then she explained her points to them. When there was silence after Ms. Stephens paused for discussion, she often commented that her students were not responding to what she said.

Ms. Stephens expected her students to take notes. Once she asked Sheryl (a reserved student in her Advanced Reading class) to give reasons for the use of graphic aids in reading. Sheryl gave two reasons. Ms. Stephens asked Sheryl if two reasons were enough for the examinations and added that if she took notes she would have more information. Sheryl explained that her hand was injured. Ms. Stephens apologised to Sheryl.

Ms. Stephens emphasized that the purpose of giving notes was for student teachers to have some basis to create their interpretations of the concerns she includes in her lectures.

> You are trying to find out whether or not students are actually internalizing what they have been learning and applying it rather than swatting notes and giving it back to you because reading is an application course so you give questions where they actually apply what they know and that has guided my practice. Not that students have to just remember information but they need to present in their discussion and application of such and that's what will basically earn them high marks.

Latoya echoed Ms. Stephens' belief that combining notes and individual efforts will lead to success in the reading courses. She also expressed faith in Ms. Stephens' instructional competence, ". . . she understands what she is doing. Read over your notes and you won't have any problems and you do research on your own you won't have any problems."

Use of Resources

Ms. Stephens expressed concern at the paucity of instructional resources available to her in her preparation of teachers. The absence of local texts which dealt with the teaching of reading in the Jamaican primary schools was a particular source of concern. She also mentioned that the price of books purchased from abroad were beyond the financial means of most students. She also found Grand Vale's Faculty of Education library ill-equipped to meet the research needs of her student teachers. "We need many more books in the library from which they can do their research."

Ms. Stephens expressed the desire to write a book to help alleviate the paucity of texts.

> I am concerned about the Corrective Reading in terms of availability of material at the college. Not that material is not available but at the college we have limited supply. Basically, what I would include in that book are strategies. Different strategies for the development of different skills.

In our conversations, Ms. Stephens also mentioned that she would like to apply for sabbatical leave to write her book.

Rosalee also expressed concern about the paucity of texts for her Advanced Reading course.

> If you look, most of the books that we use in reading they are international, we need books in Jamaica. We are dealing with Jamaican children so we need reading books in Jamaica. . . . Reading books for the teacher, texts.

During my observational visits, I witnessed Ms. Stephens using material from the library. All the books which I saw predated the nineteen nineties. Ms. Stephens had books of her own which she used as resource material. She sometimes lent these books to her students when she required them to do research.

Ms. Stephens also attributed some of her practices to the paucity of other resources within the college community. She mentioned that she would have children in for demonstration teaching sessions and to provide more authentic situations for practice. However, she was constrained by the resources which she had at her disposal.

Interaction During Course Sessions

Ms. Stephens believed that her classroom communication should entail lively discussions and participation by all her student teachers. She viewed acceptable interaction as that which took place in positive ways. She cited the changing role of the lecture as necessitating more input from her student teachers.

> I desire interaction that will be constructive. Students are free to express their opinions on certain matters . . . while there are lots of methods for teaching reading there is no right way or no wrong way. Students are free to express their opinion but what I also encourage is that they justify their opinions. We share ideas because we can always learn from each other.

> No longer is the lecturer the reservoir of knowledge or has access to knowledge. Students do have it. I can learn from them and I have no problem learning from students. . . .

However, Ms. Stephens pointed out that some types of interaction could be damaging to others and she tried to discourage those in her classes.

> To be honest I would not encourage interaction that is destructive. You know, trying to criticize each others efforts without just cause. If you are going to say it was a very poor lesson then you need to be pointing out areas and also suggest how it could be improved.

Ms. Stephens expressed concern when her students were not participating as she believed they should and often used this as a cue that her students were not understanding.

In addition Ms. Stephens seemed to prefer interaction that was orderly and involved all members of the group. On one occasion when the Advanced Reading students were trying to describe a game on syllabication, many students started talking at once. Ms. Stephens called the group to order by saying "listen!" She then proceeded to describe her modified domino game to develop syllabication. Talking erupted among the student teachers and Ms. Stephens insisted that they should share their ideas with the whole group. After the discussion continued in the same manner, Ms. Stephens asked "May I have my class, please?" The group members acquiesced and Ms. Stephens gave her explanation.

Rosalee believed that this type of interaction was not necessary. She felt that she could gain more if Ms. Stephens kept these discussions to a minimum.

> Sometimes coming to class and certain discussions like, starting on a topic then you sort of stray. You have the other students talking something that isn't really necessary. I don't enjoy that. I want to come to class and I just want the information to put forward and I know that I am learning and enjoying myself.

However, toward the end of the course, Rosalee mentioned that among her favourite activities were the class discussions because they helped to clarify her misconceptions. She also believed the discussions provided useful feedback for Ms. Stephens.

Reflection

From my observations, Ms. Stephens clearly varied her instructional activities and captured the enthusiasm of her student teachers in discussions, presentations and micro teaching activities. Ms. Stephens presented an accurate description of her classroom activities when she mentioned that they had "hearty discussions." I found some discussions quite captivating and had to exercise restraint to retain my passive participant status. For example, she discussed the absence of reading specialists in Jamaican primary schools. Students raised issues of the current practices they observed in the primary schools and expressed enthusiasm at their own prospects of becoming reading specialists.

During lecture times, I observed that the classroom was transformed from the participatory model which typified the discussion activities to a lecturer centred context. Ms. Stephens invited questions during her lectures. However, she focussed these questions on the topic she was lecturing on. She stated that one purpose of these "discussions" while she lectured was to ensure that the students were understanding the concepts presented. Students seemed to be the receptacles of the "salient" Reading

Methodology content during these instances. Both lecturer and student teachers expressed uncertainty about the merits of the lecture methods. For example, Rosalee was concerned about straying from the point during the discussion. At one point she stated that she wanted her lecturer to "put forward" the information, yet she criticized the lecturer for "spitting across the information." Ms. Stephens also suggested that she had moved away from the lecture method and toward a more learner centred approach. However, she inadvertently referred to giving the students "firsthand knowledge" and a broader perspective. These statements are in opposition to her comment that the lecturer is no longer the "reservoir of knowledge."

Creating avenues for practice was a major concern for Ms. Stephens. Within the Corrective Reading course, it was her responsibility to find children for 75 student teachers to tutor on a one-on-one basis. Ms. Stephens often complained to me about the difficulty her student teachers faced because selected students from the primary schools were often poor attenders. One example was on the first day of tutoring when the college administration transported the children by bus to the college. About 30 percent of the selected children were absent. Therefore, the testing of these children was delayed. It is important to note that the college transported these children only once. On subsequent visits, these children had to find their own way to the college campus to be tutored. As a result, many children attended the tutoring sessions irregularly and often demanded money for transportation from their student teachers.

Ms. Stephens and her student teachers viewed micro teaching as an alternative to practising instructional strategies with children. There seemed to be a consensus that

these activities were worthwhile. Latoya's comment that she needed more practice reflected her enjoyment of the micro teaching activities. Ms. Stephens and her students shared the view that more hands-on experiences would be beneficial in the reading methods courses.

The absence of overt reference to a theoretical framework to guide her practice was also a feature of my experiences with Ms. Stephens. This absence leads to speculation about the guiding principles for her instructional practices. Ms. Stephens attributed her current styles of instruction to lessons learned from past mistakes. This suggests that this lecturer engaged in reflective practice for revisiting and redefining her practice. This reliance on past mistakes suggests that Ms. Stephens incorporates her beliefs about preparing teachers with her practice. This leads to the question of whether Ms. Stephens is relying solely on personal theories, common sense or public theories to inform her practice (Griffiths & Tann, 1992). I will further examine this issue in the final section of this chapter.

Stakeholder Influences on Ms. Stephens' Beliefs and Practices

During my research association with Ms. Stephens, she was aware of the different stakeholders in her teacher preparation efforts. These stakeholders included children in Jamaican primary schools, classroom teachers, student teachers and the courses she taught. Each stakeholder seemed to have impinged on her beliefs and practices in several ways.

Children's Reading Competence

Ms. Stephens expressed concern that Jamaican teachers are faced with large classes.

However, she felt that teachers should endeavour to cater to the individual competencies of each child. She cited her experiences in the primary school classroom as her basis for empathy with classroom teachers. However, she said these experiences alerted her more to the individual reading competencies of the children.

> I taught in what would be considered a remote primary school. Students were very slow learners. One of the most outstanding contributing factor I would say was that of poor attendance because quite a few students were involved in child labour or basically staying at home with their siblings. When you got them in class--each time you got them really you had to start from where you stopped because they spend such a long time out of school that when they got back they basically know nothing.

On another occasion Ms. Stephens stressed that each child has a schema on which to build reading competencies. She explained that the teacher had to expand the experiential background of children to expand the schemata. "For example you are supposed to start building experience--a schema--providing experience, engaging the pupils in discussion."

Ms. Stephens believed that the onus is on every teacher to work at promoting literacy for all children. She presented her perspective on the kind of competencies the literate child should possess:

> The literate child would be considered a person who is in the education system or who has gone through the education and is a rational being. You can think for your self. You have the development of critical reading skills. A person being literate does not mean you can take up a newspaper and you can call the words and tell somebody what you can read but you can actually make decisions for yourself. So, that is the person I would consider being the literate child. Through reading you analyse situations, you interpret and you have developed an inquiring mind about what you have.

Ms. Stephens posited that the literate child should demonstrate competence across

different subject areas in the elementary schools.

Courtney believed that there was need to attend to the neglected children in the classroom. He viewed his Corrective Reading course as the medium through which he would acquire the necessary skills to cater to these children.

> Well, my current impression is that a lot of students are being neglected out there--reading students. For example, there are little weak ones in the classes and some teachers just teach and don't pay them any mind. From being in that course, we are equipped to really deal with different groupings in the classes for example, that is necessary for the remedial ones. A lot of them--they need to start from the bottom line and what we are getting in Corrective Reading deals exactly with that.

Classroom Teachers

Having been a classroom teacher in a Jamaican primary school for the greater part of two decades, Ms. Stephens recognized these classroom teachers in her teacher preparation efforts. Ms. Stephens believed that "reading teachers need to be versatile, they need to understand that they need to be catering to pupils' needs and not just teaching from a text or teaching what is in the syllabus." She expressed dissatisfaction at the approaches to reading many teachers in the primary schools embraced.

> Some teachers tend to implement grouping but for most part it's just the fittest of the fit survive in the situation. You teach one set because in our schools we have a mixture. You have the slow, average and for some part you know slightly above average or above average students so teachers tend to teach the average or the above average while the slow ones are actually frustrated and they need special attention. . . .

Ms. Stephens believed that classroom teachers are very important stakeholders. She deemed it very important to consider the popular approaches in the classrooms when she teaches her reading courses.

While Ms. Stephens demonstrated empathy for the experiences the reading teacher faces in the primary school, she tended to be wary of having her student teachers emulate some of the practices of these teachers. However, Ms. Stephens expressed sympathy for classroom teachers because she believed that the conditions in which they were required to teach reading were not always very conducive to effective practices.

In an informal interview Ms. Stephens told me that some teachers from the school that provided students for tutoring during the Corrective Reading course were reluctant to allow their students to come to Grand Vale for tutoring. These teachers were dissatisfied that after sending their students for tutoring they did not witness improvement in the students' reading. In her defence, Ms. Stephens commented that if these teachers had the children for a year and they had not made progress, it would be unfair to hold such high expectations of the student teacher tutoring programs that had a much shorter duration. It was clear that this feedback affected Ms. Stephens. Classroom teachers as stakeholders seemed to provide important considerations for Ms. Stephens in her execution of her duties.

Student Teachers

Student teachers evidently wielded an enormous amount of influence on Ms. Stephens beliefs and practices. She conceded that through her interaction with student teachers, her approaches to preparing reading teachers have been shaped.

> My whole approach in terms of instructing them how the information is delivered and what I get the students to do. Because I had the idea, "well I was the teacher so" while I was cognizant of the fact that there were different approaches to teaching like doing research and so on bit it's like I used to play the dominant role in the class. I have changed that perspective. Students

> do a lot of research. They come back they would report, we have our discussion, you know, I add my bit for clarification etcetera.

Ms. Stephens noted that her experiences with student teachers caused her to rethink her strategies and embrace a variety of novel approaches to her college teaching.

The needs of student teachers, as perceived by Ms. Stephens, were important considerations in her teacher preparation beliefs and practices. Reading and research were among the student-teacher needs highlighted by Ms. Stephens.

> My role is basically to get students to do research. Reading is a field where a lot of research is going into so they need to be aware of more up-to-date research. One thing I get my students--or I ask my students to do is to do a lot of reading. To get different perspectives on reading as a whole as against the use of different strategies and see how they can actually incorporate it into their particular situation.

While Ms. Stephens promoted reading, she was sympathetic to student teachers who did not read enough because of the paucity of reading material. "In addition to that there are some very good books on the market--sad to say in the States really because reading books cannot be had on the local market so to speak."

Ms. Stephens conceded that she did not consider herself to be an avid reader. She mentioned that as a child she did not read much but she found it necessary to read a lot more when she became a teacher. However, even at the time of my interviews she was not an avid reader of narratives. "To be honest, my greatest books are actually the books that deal with my subject areas because to be honest, I don't read narratives as such, basically I read expository text." In our interviews, Ms. Stephens mentioned that competent readers use both narrative and expository texts with facility.

Ms. Stephens believed that the needs of first-year student teachers were different

from those of the third-year student teacher. This consideration helps to shape her instructional practice.

> Well for the fundamental class basically they would not have had a foundation course, these are students who are coming fresh from High Schools who have not had previous experience with the subject, so for these students basically we are concentrating on content as well as methodology. And of course sometimes these students get frustrated because most of the things you are telling them about, they are hearing for the first time.

She expected her third year student teachers to use the foundation reading course as an experiential base for their other reading courses. However, this demand caused Courtney some concern.

> In the Corrective Reading, what I am least satisfied with is that we have to be referring back to the first year information and some of those things I need to really get back to the book to really remember those things because I am a third year and that is from first year and so I have to go back to really get you know cause I need to use them in Corrective Reading.

Ms. Stephens felt that student teachers needed to be aware of children's differences and to be equipped to cater to those differences.

> Getting them to realize that as much as students have similar characteristics but they are quite different so we need to treat children as individuals which in our Jamaican situation it's gonna be a problem when you are faced with fifty, sixty students in a class but as much as possible that has to be done if we really are thinking of having effective reading programme.

She believed the best way of preparing students to cater to children's individual needs was to immerse them into the realities of the classroom during their reading courses. She suggested that ideally her courses should have children for demonstration and student-teacher practice.

> Ms. Stephens: I would like to have a situation where they actually get students in the class and they are taught continually for a period of time and then you can actually see their progress.
>
> Clement: So why don't you do that?
>
> Ms. Stephens: Because there are many factors which prevent--you would have to get consent from administration, you would have to think of transportation of pupils, you would have to get consent from the principal. Is it convenient for them in terms of their timetable? For Advanced Reading, it would be applicable but for Corrective Reading for 75 students I would not be able to manage that. That group is far too large but they do need this sort of experience.

Ms. Stephens repeatedly made mention of the ideal conditions for catering to her student teachers' needs. However, she also found these conditions unrealistic because of the instructional context in which she operated.

Ms. Stephens commented on the "needs" of student teachers whom she prepared to teach reading in Jamaican primary schools. However, she made no comment about her student teachers' expectations. Some of the stated expectations of student teachers were consistent with their "needs" as described by Ms. Stephens. However, there were also noteworthy differences. Vanessa mentioned that she expected to be equipped with the knowledge and expertise to teach reading in the Jamaican primary schools. This is consistent with Ms. Stephens' goals in her reading methods classes. However the perceived route by lecturer and student-teacher to acquiring the knowledge and expertise were not the same. While Vanessa believed she had a part to play in equipping herself to teach reading she viewed Ms. Stephens as the source of knowledge.

> Well, it first depends on me. Then on the lecturer who of course is doing

> a good job so far. She is imparting good things and I am grasping things from it so far and I hope I will be able to put it across effectively when I go out there especially on year three teaching practice.

While Ms. Stephens viewed her role as a facilitator and placing students in greater charge of their own learning, the process presented by Vanessa represents the lecturer as the source of knowledge and student-teacher as a receptacle which would later summon the pool of knowledge Ms. Stephens had given her.

Rosalee also pointed to the lecturer as the main source of information.

> Well, the role of the lecturer in meeting these expectations . . . the lecturer has to ascertain that the information being put forward is clear enough for the students to understand. . . . So I think the lecturer has a responsibility as well in the way how he or she imparts whatever knowledge or information and to motivate the students and to ensure that it is learned.

Student teachers' expectations of the lecturer imparting knowledge seemed to influence Ms. Stephens' practices. Her resolve to involve student teachers in more practical activities were in response to the need she perceived for student teachers to break away from the "syndrome of dependency" and to realize that they have experiences and ideas that they could contribute to the reading methods classes.

The notion of "imparting" was not confined to the student teachers. Ms. Stephens mentioned this approach in the interviews. She referred to her decision to enter teacher education in terms of being able to "impart" to prospective teachers. "If you got involved in teacher training then you would be imparting some of what you know to student teachers who would hopefully go out in the field and practice what they have learned." She also mentioned that providing "directives" was another instructional strategy that she employed.

Ms. Stephens' beliefs about acceptable roles of the lecturer seemed to range from the prescriptive to the laissez-faire.

> We need to be facilitators. They will not have us all the days of their lives to pass on information to them and neither do we know everything so in terms of facilitating learning , you send them to do their research and you provide opportunities for them to explore and discuss.

While she argued that lecturers needed to be facilitators she also mentioned that they passed on information. Her description of her roles as a lecturer evidences congruence with the expectations of the student teachers. While Vanessa mentioned that she should be able to arrive at reasoned strategies for teaching reading, she also expected to get information from Ms. Stephens.

During my observations, I noticed student teachers sometimes chiding Ms. Stephens for talking too fast which made them miss parts of what she said in their note taking. Ms. Stephens would often repeat what she said or occasionally chided them for wanting to record every word she said. However, I also witnessed her remonstrating with a student teacher for not taking notes.

Ms. Stephens believed her primary purpose for teaching Reading Methods course was to prepare student teachers to function effectively in the classrooms. While this preparation was important to the student teachers, getting good grades in her courses was an equally great expectation. Vanessa indicated that some of her classmates' primary reason to take the course was to "pass" it.

> Well, some are negative because most people, you have to say, don't like the grading scheme of Ms. Stephens and her marking. . . you'll find that seventy percent have the positive attitude but others are just there because they have to go to the classes and try to pass it by swatting the thing just

to pass it.

The Corrective Reading course was mandatory. Therefore all student teachers in the primary programme had to successfully complete this course before getting their teacher's diploma.

Student-teacher characterization of Ms. Stephens' beliefs and practices

Student teachers had strong views about Ms. Stephens' personal and professional demeanour. They expressed respect for her as a competent, patient and well learned lecturer. The following are some student-teacher's perspectives on their lecturer's beliefs. Vanessa noted:

> Ok, because firstly I must say Ms. Stephens believes in--maybe perfection in the sense that "we want you to become good teachers" then. Go out there not knowing only one area of things and knowing the corrective reading how to help students and not going out there as a teacher to just chalk and teach--use the chalk and teach method to just get your pay and all of that." She wants you be a good teacher--effective teacher in the classroom. She will bring across her lesson effectively, question you, find out if you understand.

Latoya supports and extends Vanessa's views when she stated:

> Well, I think that she believes that reading is very important and it's very important for us as teachers to have a knowledge of reading, about the different strategies that can be used to teach reading and I think that during her teaching she emphasizes the importance of reading.

The comments of these student teachers on Ms. Stephens beliefs were generally shared by other students.

Apart from Ms. Stephens' marking, students spoke highly of her practices. According to Rosalee:

> She is just trying to get the best out of you. You know, like somebody--ok, you are going to recommend a person, you don't want the person to

> go and embarrass you. So you are going to put out everything so that the person you are recommending is well prepared, well grounded in whatever field. So, she is that type of person. She wants her students to be like her.

It was interesting that the notion of student teachers being like Ms. Stephens also surfaced in Latoya's comments on her lecturers practice.

> Latoya: Well, her whole deportment. I just like how she carries herself. That's good, and the way she teaches too, some of the things I like that.
>
> Clement: Tell me more about that.
>
> Latoya: Ok, for example, the way she teaches some lessons. The way she brings across the points that we can understand. I like that and I like the whole course. I would like to be just like her.
>
> Clement: Just like her in what way?
>
> Latoya: Just be a reading teacher just like her. Lecture at the college level, I just want to be just like her.

Courtney juxtaposed his description of of Ms. Stephens' practice as a facilitator and a source of information.

> She is a facilitator, she gives a lot of information--a lot of necessary information both practical, theoretical. She knows her stuff and she knows how to really put it across and in most classes I understand exactly what she is doing because she uses practical approaches.

Education Authorities

The Joint Board of Teacher Education, the governing body for teacher education in Jamaica predetermined the course contents in Corrective and Advanced Reading in a prescribed course outline. All teacher education institutions in Jamaica that offer these courses are required to use common course outlines for the various courses. Ms. Stephens referred to this document in our conversations:

> It's more or less considering the needs of schools in the environment as against to what is presented in the syllabus. Well in addition to using the course outline because they are being prepared for an exam but one also needs to bear in mind what the actual demand of the teacher will be when he or she gets out there in the school. . . . Well yes, it [the course outline] plays a major role in the preparation of the teachers because the course outline is actually in keeping with what is expected of them in the primary schools so reading methods, reading strategies which are conversant with those that they will use are actually being outlined.

Ms. Stephens acknowledged the influence of the course outline on her beliefs and practices. She also credited the document for being consistent with the needs and realities of the Jamaican primary schools.

One criticism Ms. Stephens levelled at the primary teacher education programme was that it provided inadequate time and insufficient number of courses for preparing effective reading teachers.

> While I am not lobbying for everybody to specialize in reading but I would like to see another component to the teaching of reading at the third year level for those students who are not specializing in the teaching of reading. As a primary school teacher you are going out there to teach reading and I do not believe that the Fundamentals and the Corrective Reading adequately prepare them for the challenges that they will face in the classroom.

Ms. Stephens commented that time constraints sometimes caused her to sacrifice the more effective methods of preparing teachers in favour of completing the syllabus.

Student teachers who took the Advanced Reading course also believed that students who did not take that course were at a disadvantage in the primary schools. Latoya was convinced that as a student in Ms. Stephens' Advanced Reading course she had an edge when it came to teaching reading in Jamaican primary schools.

> I think she is trying to prepare us for what we are going out there in the

> classroom to teach. She is trying to prepare us. Because there are a lot of children out there they cannot read and I think everybody should do this course you know, it is so important. There are a lot of children out there who cannot read so she is preparing us to go out there and use the techniques that we have learnt here and apply them in the classroom situation.

Rosalee also endorsed the idea that student teachers who did not take Advanced Reading would be better served by taking an additional reading course.

Reflection

Stakeholders influenced Ms. Stephens' beliefs and practices in several ways. Ms. Stephens seemed to be acutely aware of the presence of these stakeholders. She described children from rural Jamaican primary schools and recommended sensitivity to their contexts. For example, she cited the possibility that some of her students in her primary school experience were involved in child labour. This awareness demonstrates that children's circumstances helped to shape Ms. Stephens' principles for teaching reading. She recommended reading instruction which catered to children's home background and individual circumstances. Her frustrations as a teacher in the primary school system seemed to heighten her recognition that children were important stakeholders. For her, success in teaching reading depended on how the teacher involved youngsters in their instructional design.

Student teachers represented the other dimension in Ms. Stephens' professional pursuits. Ms. Stephens was quite sincere in her statement that she learned a lot from her experiences with student teachers. Her movement from the lecture method to more student teacher centred approaches attests to the influences of these student teachers on

Ms. Stephens' reading beliefs and practices. She was clearly still trying to resolve her role as for lecturer as facilitator versus lecturer as reservoir of knowledge. Ms. Stephens often insisted on having the "last word." Students like Christine recognized this and engaged in friendly yet intense verbal revolts to ensure that Ms. Stephens acknowledged them as sources of knowledge. Student teachers as stakeholders provided the greatest tests of Ms. Stephens stated beliefs and her practices because she had more direct contact with them than with any other stakeholder.

Comparing the student teachers' expectations with Ms. Stephens' reading beliefs and practices presented high accord in some areas (e.g., the necessity to create avenues for practices). However, there were stark contradictions between Ms. Stephens' beliefs and practices concerning assessment and evaluation and those of the student teachers. It was the consensus of the student teachers that Ms. Stephens did not reward them adequately for their course work and examination efforts. Tension was high whenever students and Ms. Stephens discussed marks. When I asked Ms. Stephens about her perspectives on evaluating student teachers' work, she quickly retorted "Exactly what do you mean Mr. Lambert?" She struggled to overcome her emotions and provide an explanation of her marking policy. One day in one of our lunch time conversations, she said "Maybe I am really marking too hard." The constant expressions of dissatisfaction by the student teachers seemed to be slowly causing Ms. Stephens' to rethink her perspectives on evaluation of student teachers.

Ms. Stephens was a classroom teacher and continued to work indirectly with primary school teachers. This connection accounted for the teachers' viable position as

stakeholders in Ms. Stephens' professional concerns. She criticized the approaches to teaching reading that these teachers sometimes embraced in the classroom. However, this criticism was tempered by her sympathy for the plight of these primary school teachers. She pointed out the inadequate working conditions that these teachers faced. She evidently feared that her teacher preparation efforts would be subsumed within the popular practices that she observed in the classroom. The popular practices she identified were teachers consistent use of basal readers and an overemphasis on testing. She was also aware that these teachers were dissatisfied with the results of her Corrective Reading programme. Therefore, unresolved differences between both parties seemed to discourage Ms. Stephens' efforts to link the teachers and her reading courses through tutoring sessions.

There seemed to be accord between Ms. Stephens and the Joint Board of Teacher Education concerning the course content and her reading beliefs and instructional practices. She seemed to work harmoniously with the external examiner of her reading courses and did not ever mention having her students' examination grades adjusted at any of her Joint Board meetings. Ms. Stephens believed that 90 hours of reading methods (total mandatory hours for preservice primary school student teachers) were inadequate. However, she did not mention any efforts on her part to raise the issue with the Joint Board. Ms. Stephens seemed to accept the mandates of the educational authorities and there was little evidence of discord between their policies and her reading beliefs and practices.

Discussion

I identified four major themes that related to Ms. Stephens' reading beliefs and practices from the research data. These themes were (a) beliefs about reading, (b) beliefs about teaching reading, (c) lecturer practice, and (d) stakeholder influence on Ms. Stephens' beliefs and practices. I now provide commentary on these themes and relate them to existing literature.

Ms. Stephens' beliefs about reading can be characterized as socio-epistemological concerns. If one considers Schommer's (1994, 1990) dimensions of epistemological beliefs, Ms. Stephens' expressed beliefs about reading matches these dimensions.

Knowledge about reading expressed by Ms. Stephens ranged from absolute to tentative. Certainty of knowledge was evident when Ms. Stephens dictated notes on developing various sub skills in reading since students seemed to record these notes and rarely questioned the statements embedded in these notes. For example, when Ms. Stephens conducted a lecture on children's schemata, she presented the existence of schemata as a fact and not as one possible explanation for the acquisition of reading skills. However, in our interviews she stated that a lot of reading research was taking place, therefore, teachers needed to keep abreast with these new developments.

Ms. Stephens' beliefs about the structure of reading knowledge illustrated a part to whole model where different skills had to "be taught" to equip the child to become a reader. The lessons on how to develop comprehension and expand the range of sight words enjoyed specific time blocks for teaching. However, Ms. Stephens suggested the integration of these skills as an indicator of reading.

Another epistemological dimension of Ms. Stephens' reading beliefs concerned the speed of knowledge acquisition. She was concerned about the pace of children's acquisition of this knowledge. She did not advocate the "quick process" view (Jheng, Johnson, & Anderson, 1993). Her concern about the teachers' criticism of her tutoring program suggests that she believes that the acquisition of reading was a gradual process.

Ms. Stephens' reading beliefs also assume a social dimension which is absent in the descriptions of researchers of epistemological beliefs (e.g., Schommer 1994, 1990; Jheng, Johnson, & Anderson, 1993). She presents reading as an agent of individual social and economic change. Social necessity as a dimension of reading occupies a position in Ms. Stephens' epistemological beliefs. This social dimension necessitates the term "socio-epistemological reading beliefs."

Ms. Stephens' expressed beliefs about reading lend themselves to speculation. The fact that she did not state a theoretical position nor credit any "public reading theories" for her views, creates further difficulty in accurately positioning her beliefs. Ms. Stephens' might have deliberately avoided embracing popular theories. If that were the case, linking this avoidance to the reluctance to embrace mainstream theories from industrialized countries to a Third World context would be possible. However, Ms. Stephens did not mention the term mainstream or Third World in her discourse on reading. The question of the feasibility of embracing theories of reading in countries where poverty and lack of resources are rampant within the educational experience arises from Ms. Stephens' description of reading. There appeared to be a thin balance between Ms. Stephens' view of learners as growing plants to be nurtured versus lumps

of clay to be moulded (Zachariah, 1980). Her view, mirrors Delpit's (1988) advocacy that children must be taught reading skills to improve their status in society. However, she also described the literate child as one who can make well reasoned decisions. Ms. Stephens' reading pedagogy differed from the ideal that advocates individualized, culture specific and developmentally appropriate instruction (Vygotsky, 1978; Cazden, 1992, Shuy, 1984). However, she demonstrated awareness of this ideal in her conversations. One may, therefore, ask whether Ms. Stephens instructional context mitigate the acceptance of theories on teaching which we import from industrialized nations.

Clandinin and Connelly (1995) state that "the best known epistemological dilemmas in education are defined by the terms theory and practice" (p. 5). These "epistemological dilemmas" were manifested in my efforts to distinguish Ms. Stephens' practices from her beliefs. There were apparent tensions between what Ms. Stephens said about her practice and what I observed. For example, Ms. Stephens stated that the lecturer was no longer the reservoir of knowledge. In many observational instances, I witnessed her giving specific information to her student teachers. According to Clandinin and Connelly (1995) this split is not unusual because my research explored two places on Ms. Stephens' professional knowledge landscape -- "one behind the classroom door and the other in professional places with others" (p. 5). If one accepts the notion that there are different places on the teacher's professional landscape, a possible explanation of the tensions between Ms. Stephens' stated beliefs and practices may be attributed to the influence of the interplay between different places on the

landscape. According to Clandinin and Connelly (1995) "Teachers' professional lives take shape on a landscape of morally oriented professional knowledge. . . this professional knowledge landscape is in intimate interaction with what one might call landscapes of the personal outside the professional setting" (p. 27). If one agrees with this theory of interaction, the tensions between Ms. Stephens' reading beliefs and practices may be explained by the interaction between the personal and professional landscapes. These tensions may also be explained by the fact that I observed and conversed with Ms. Stephens in different contexts. Differences may then be because of my exploration of "two epistemologically different places on the landscape" (Clandinin & Connelly, 1995, p. 5).

Ms. Stephens' practices may also be described with respect to the "knowledge practice tension." Goodlad (1990) maintains that professional circumstances erode the autonomy of teacher education institutions and teacher educators. He cites a growing tension between state mandates and the beliefs of teacher educators. Ms. Stephens did not suggest that the mandates of the educational authorities mitigated against her practices. However, she pointed to the lack of available resources and administrative conundrums as deterrents to living her vision of the ideal instructional context where she provided abundant and more authentic avenues for practice. Therefore, in attempting to understand Ms. Stephens' practices in light of her beliefs, the context of the classroom, and the wider community as mediators between her stated beliefs and practices are important (Beach, 1994). Tensions are evident within Ms. Stephens' professional landscape. Her verbal descriptions of what her practice entails may be the

part of the landscape she endorses. From my observations, she evidently tried to practice the learner centred descriptions she presented. However, the mediatory function of the realities of her instructional context coupled with her past instructional experiences created tension across the landscape.

Stakeholders influenced Ms. Stephens' reading beliefs and practices both directly and indirectly. These stakeholders ranged from children for whom Ms. Stephens prepared teachers to the educational authorities. Ms. Stephens was acutely aware of these stakeholders in her expression of her beliefs and in her practice. Eisner (1995) states that "schools are ecological institutions" where complex factors influence teaching. These factors include the stakeholders that impinge on classroom instruction. Stakeholders may be defined as "a person or group with a right to comment on and have input into, the curriculum program offered in schools" (Connelly & Clandinin, 1988). Some stakeholders who affected Ms. Stephens' reading beliefs and practices were not allowed direct input in the Corrective Reading program. For example, there were no formal avenues for classroom teachers to voice their concerns about the college reading programmes. The school selected the children who were involved in the tutoring programmes and there was very little or typically no contact with the parents. The results of the tutoring session were case studies which student teachers submitted as course work. There were no channels for written feedback to teachers nor parents concerning what took place in the tutoring session. This absence of communication may account for the criticisms levelled by the teachers and the apathy demonstrated by many children toward attending the tutoring sessions.

Student teachers and the educational authorities seemed to have greater influence on activities in Ms. Stephens' classroom. This was not surprising since Ms. Stephens enjoyed direct contact with both groups. Limited networking between some stakeholders in Ms. Stephens' instructional context affected her practices. This resulted in minimal cooperation of the teachers and children in some instructional programmes.

Summary

Ms. Stephens' beliefs and practices encapsulated social, epistemological, and pedagogical concerns. She viewed reading as a skills-based discipline which was pivotal in all areas of a child's academic and social existence. Her beliefs were influenced by the Jamaican primary school context including the teachers and the children her student teachers were being prepared to work with. She believed that the teaching of reading currently received in Jamaican primary schools was inadequate. Ms. Stephens' beliefs about her student teachers' competencies and their needs also influenced the way she prepared them. However, the student teachers also inadvertently helped to shape her beliefs and practices.

Consideration of the instructional context was important for understanding Ms. Stephens' beliefs and practices. I have highlighted contradictions and consistencies between Ms. Stephens' statements of belief and her practices. The literature (e.g., Fang, 1996; Shapiro & Kilbey 1990) suggests that the belief versus practice debate is a longstanding one. The theory advanced by Clandinin and Connelly concerning different places on the landscape, resulting in different manifestations of teacher theory and practices at different times, provides a feasible explanation for tensions between

Ms. Stephens stated beliefs and her practices. However, the question of what triggers the movement to different places on the landscape warrants a response. In Ms. Stephens' case, reasons for movements within the landscape could range from her personal, cultural and historical contexts, her instructional environment and the influence of the stakeholders. Full exploration of the influence of these factors would require deeper inquiry and research questions that are different form those stated in my study.

CHAPTER 5

MS. SPEID

Introduction

This chapter presents a case study of Ms. Speid, a college lecturer in urban Jamaica. The case study is presented within four major themes: (a) beliefs about reading, (b) beliefs about teaching reading, (c) stakeholder influences on reading beliefs and practices and (d) lecturer Practice. In addition, I present a description of the research experience with Ms. Speid, my reflection on each major theme and a general discussion of Ms. Speid's reading beliefs and practices.

Transactions with Ms. Speid

My initial conversation with Ms. Speid signalled that there would be no shortage of conversation during my data collection. In less than ten minutes we spoke about issues ranging from her college reading experience to issues in education at national and international levels. Ms. Speid had a lot to say and she was willing to share her perspectives. During our first interview we spoke for an hour and our conversation ended only because Ms. Speid had another engagement. When I returned the transcript to her, she was amazed at how much she had said during that interview. During our second interview she said she would try to be more organized with her responses because in the first interview she was "all over the place." Our second interview also lasted for an hour.

Ms. Speid agreed to observations and videotaping. However, after the first four weeks of classes, she informed me that her Corrective Reading students would be

engaged in tutoring children. She had planned that she would no longer meet with them in the formal classroom sessions unless it was absolutely necessary. Therefore, for the remainder of the term I sat with her during the Corrective Reading hour on Wednesdays. I accompanied her twice on her teaching practice supervision and attended the Children's Literature course she offered to first year students. She later promised to hold another Corrective Reading class that I could carry out the videotaping for the stimulated recall. However, the videotaping did not materialize.

Ms. Speid was very hospitable during my visits to her college. She introduced me to her colleagues and ensured that other college personnel knew about the legitimacy of my presence at Commodore College. There was no shortage of conversation during my weekly visits to Commodore. We spoke about our families, current events, and professional concerns.

On my arrival at the staff room at Commodore, I observed Ms. Speid always engaged in reading. A current copy of The Daily Gleaner (a Jamaican national newspaper) was usually on her desk. Once I saw her reading a book on the geography of Jamaica. At other times, she was flooded with her student teachers' course assignments which she often shared with me.

I easily initiated a research relationship with Ms. Speid and Commodore Teachers' College. Faculty and administration were eager to accommodate my research. Maintaining and heightening this relationship with Ms. Speid proved quite challenging because of her teaching arrangement with the Corrective Reading group. However, our conversations were abundant and as noted previously, she also allowed me to observe

her in other contexts such as her supervision of student teachers on teaching practice and her children's literature course.

The process of negotiation between Ms. Speid and myself was subtle yet intense. While she was willing to accommodate me as a researcher, we struggled with the notion of my presence as a passive participant researcher. She sometimes invited me to take an active part in her class discussions and her individual consultation with students. She often asked my opinion on issues. I sometimes provided minimal input. However, whenever possible, I tried to reserve my personal perspectives on the issues under discussion.

I alerted Ms. Speid to the potential benefits of my research to teacher education in Jamaica. She often tried to extend my research role to that of an active participant. She was gracious in accepting my preferred position as a passive participant observer. However, she sometimes found it awkward to accept that I was not more willing to share my "expertise" as a doctoral student in Language Arts.

Ms. Speid and I shared the common experience of pursuing graduate studies in North America. She made comparisons between the Jamaican and North American education systems. The fact that we both had educational experiences abroad, I believe, added to her comfort level during our interactions.

Beliefs about Reading

Ms. Speid presented impassioned views about reading. When asked where she thought her views about reading came from, she cited her experiences and avid interest as the sources for her beliefs.

> A lot of research and a lot of experience--research and experience, exposure, and I would say experience in research which is reading and going to college. From college days, years of experience, and being very, very interested in the topic of reading.

Personal and Professional Background

Personal experiences were prevalent during our conversations. Included in her description of her career as a reading lecturer were her childhood family experiences, adult family experiences and her career in the United States.

Ms. Speid referred to her upbringing as a child as a major factor in choosing reading as her area of specialization. She credited her father's avid reading and his quizzical nature as one of her main childhood sources of inspiration.

> My mother read but my father was the reader and we had to read. I mean even before newspaper was coming he would make sure--if it was even stale. Wherever he went or on weekends if there wasn't anybody else getting the newspaper, he would get a newspaper. I mean he would come home from the farm and you would see him under that tree there and he would read, just read and he would make us read until--you know the Bible.

She believed her love of reading was aroused by her father's insistence on the importance of this activity.

Ms. Speid also described a "positive elementary school experience" as a major factor in her decision to be a teacher of reading. She thought her third grade experiences created the turning point in her attitude toward reading.

> For some reason my mind goes back not to high school, not to college days--third grade, third grade. This was such an appealing year. It was such a positive year. I had such positive experience with that third grade teacher. Oh my teacher Mrs. McPherson, oh my gracious! I think it was school. We had to be the best. Only the best was good enough. We were always being challenged and every time we did something good it was--the whole

> community knew about it. It was brought forward and everybody was happy for you.

Ms. Speid's reference to her upbringing as a springboard to her career as a teacher of reading suggested the existence of a network between her family, the school and the community in her educational upbringing.

Ms. Speid referred to her immediate family as a source of experience for her personal and professional life. She said her son provided valuable experiences in her life as a teacher and a mother. Once she shared an experience with her course participants where she tried to help her son with his homework and her son stopped her and said "Mom, please help me as my mother, not as a teacher." In a later interview I asked Ms. Speid to tell me more about that experience. She provided the following response:

> Yes, that really got home to me. It was when he was in fourth grade and you know, we want to help them. Sometimes as teachers, sometimes we forget. We are so dogmatic about who we are and so on and sometimes we need to bring in that mother within us at school and that sensitivity. Kids' teaching is very powerful--a mother is supposed to be a lot more sensitive, less pressuring, a lot more--expecting less perfection from you and being able to accept you for what you are.

Ms. Speid spent a large portion of her professional career in the United States. She cited her experiences with teaching in an English as a second language context as a major contributor to her development as a reading teacher. When asked how she consolidated the Jamaican and American experiences in her instruction, she said it was less problematic than she first expected. "The frightening thing when I got back home was to realize that we had changed so much--I didn't find it so hard because I find that

we are really pro-American."

Ms. Speid often referred to her family, schooling and American experience in her practices where stating her beliefs. I present more details of these references in describing her practices in a latter section of this chapter.

Definition of Reading

Ms. Speid believed that reading encapsulated all aspects of life. "My beliefs about reading--reading is life! Reading is everything . . . reading is also incorporating your values, and being very, very conscious of each person." Her views on reading reflected her enthusiasm about teaching reading at Commodore. She presented her definition of reading in general terms. However, the absence of overt references to theorists or theories in reading was noticeable when she shared her perspectives on reading.

Ms. Speid posited that reading did not rest solely with the written text. The process she described took into account the experiences of the reader. "Reading is not just the printed words written down. . . . When they go in there, they have something carrying into that story that they are going to prepare to read." She believed that the reader's experiences influenced what occurred during reading process.

One of her students, Annette, had similar perspectives about the value of reading toward the end of the Corrective Reading course.

> If a child cannot read I think he probably cannot--will not be able to access certain things in life and this life is what you live in so therefore it's good to know about it and reading is the gateway to knowing about just about everything around you.

Another student, Samantha believed that Ms. Speid wanted her to realize that reading

was a skills-oriented discipline. "Reading entails a lot of skills so to complete reading you have to know the skills and be able to apply those skills to be able to understand what you have read. So probably that's what she wants."

In her introductory lecture, Ms. Speid also highlighted a social dimension to reading. She lamented about workers who couldn't read whom she encountered in a seminar she held in Jamaica. A debate ensued with the class, concerning corruption in issuing Jamaican drivers license to people who could not read. Ms. Speid then continued her discussion about workers who had precarious job security because of their limited reading abilities.

Language in Reading

Ms. Speid emphasized that a close relationship existed between reading and language. She indicated that it would be senseless to try to separate the two. "I realized how close it [reading] was with the language. They walk together. You can't have one without the other, you know. If you don't know the language, then you can't read the language." She indicated that her experience in teaching English as a second language in the United States heightened her awareness of the link between reading and writing.

According to Ms. Speid because reading and language are closely related, reading should incorporate all language-related areas in the school curriculum.

> . . . reading is language, you know. Well I have had students who say "Miss, why we have to do poetry?" If you can't love poetry--poetry is words--then how are you going to encourage your children to read? How you going to get the children to see that you are enjoying it? If they don't see that that's a part of what makes up your reading why can't you read poems--you can be reading for them and it's poetry. Storytelling, singing a song, or a nursery rhyme, that's still reading and if they see that

> "wait a minute, I can read! I read that poem, I read that nursery rhyme, I can read how to follow directions on the map." It's everything and if they don't see that connection, we have to be able to give them that connection; It's in everything we do. If we are cooking, we have to read the directions.

However, in expressing her desire for students to take more reading courses, Ms. Speid did not consider the language arts methodology course, a two-semester mandatory course offered to second year students, as a reading course.

> I think they need more than the one semester, personal opinion and I heard other people saying the same thing. Fundamentals of teaching reading because that's all some students get and then they need another between maybe another--well they get Language Methodology but that's not reading anyway.

Although Ms. Speid highlighted the need to recognize that reading and language were inseparable, she made a clear distinction between the reading and language course offerings within her teachers' college context.

Annette was the only student-teacher from Ms. Speid's Corrective Reading class who explicitly linked reading and language. Her reference to the language experience approach suggested this link. "This is the language experience approach. You use the child's experience in order to get him to read what is inside the book."

Metaphors for Reading

A striking feature of my conversations with Ms. Speid was the enthusiasm she displayed when she spoke about reading. Her descriptions of reading often resulted in creating metaphors. One such metaphor occurred when she compared reading to a buffet table. "Reading should be like going on a buffet table and you say 'there is so much food, I don't know what to choose' you know, you just feel it's all over you."

She referred to her first experiences in American libraries as partaking of the buffet table. The abundance of reading material overwhelmed her on her initial visits to these libraries. As a voracious reader, she found joy in the availability of a wide range of reading material.

When asked in a subsequent interview to describe some dishes that might be on the "buffet table," she moved her metaphor a step further.

> It's bigger than a buffet table because it includes everything that we have for breakfast and for lunch and for dinner. All the skills that we have to learn, the listening, speaking, writing skills in the different activities and as you get older, critical thinking skills, literacy skills you have to learn and most of all--before we even go there I should have mentioned the readiness, the whole thing. The movement from the everything--every little thing that goes into a good meal. The sweet and sour which is the learning, which are the skills that we really have to teach, the phonics, the--everything--the social skills the attitudes, you know, they all come out of reading and you'll have to integrate them and they'll often dovetail, that kinda way.

In extending her metaphor Ms. Speid presented the integration of skills as an essential component for making a complete reading experience.

Ms. Speid also compared reading with life. She viewed reading as essential to survival as breathing.

> Reading, it's you the individual, you know, it's like it's your whole bloodstream. Without it--we have to emphasize that to children--it's like you are not breathing. It's like having a statue or a symbol and there's no life in it. It is what makes people react and interact and socialize and grow and stretch and bend. It's, you know, the movements in your happiness in your joys, in your sorrows--it's everything. It is the bloodstream of living that's quote on quote.

Ms. Speid's metaphors on reading mirrored the enjoyment she experienced from her own engagement in reading activities. She also conveyed the idea that reading can be

included in all our daily activities. She indicated that it was imperative that the teacher pass on this sort of enjoyment to the children they taught reading.

Samantha echoed Ms. Speid's perspectives when she mentioned that reading was "the fourth basic need in a man's life" she also insisted that people derived enjoyment from being able to read. Althea was a bit less exuberant in her description of the role of reading. However, she articulated the view that reading was essential in improving the lives of children.

> Reading is very important at all levels and it is important for us to be able to go out there to conduct a reading lesson for it to be successful. The fact that the children out there they need to learn to read because in every aspect of their lives, if they cannot read then they will face difficulties. When a child can read, then it is indeed a blessing to them to know that they can read.

These were revelations that Althea said she gained by taking the Corrective Reading course. She also said that Ms. Speid insisted on the importance of reading in the lives of individuals.

Reflection

Ms. Speid's reading beliefs were centred on the efferent and aesthetic purposes of reading (Rosenblatt, 1987). She believed that reading was an essential part of life. She also believed that there was enjoyment in reading. Her metaphors for reading were characteristic of the enthusiasm with which she spoke about the subject.

Ms. Speid described her childhood and family experiences in nostalgic tones. She highlighted her past experiences as the springboard for her perspectives on reading. Childhood family and schooling experiences accounted for her initial interest in

reading. However, she attributed her development as a reading teacher to her adult family experiences and her professional life in the United States. Her willingness to share these experiences was also evidenced in her classroom instruction. While some students said they learned from this sharing, others believed she spent too much time sharing these experiences.

The "definition" of reading advanced by Ms. Speid did not reflect reliance on scholarly authorities nor did it entail a detailed description of the reading process. The general comments "reading is life! Reading is everything" seemed to be Ms. Speid's attempt to underscore the importance of reading rather than to define reading. Smith (1985) suggests that to avoid "endless semantic arguments," educators should stop looking for a definition of reading. However, he advocates consideration of what is involved in reading. Ms. Speid's description of the relationship between the reader and the text may be linked to the interactionist theories that insist on the interaction between the situational and the cognitive milieu of the reader as the chief determinants of the reading process (Fagan, 1991).

The various purposes for reading that Ms. Speid vivified through her metaphors mirrors Smith's (1985) description of the "different ways in which reading can take place." Smith states that "Making a list of all the different sort of things that people might be called upon to read will perhaps sensitize us to the risk of oversimplification if reading is regarded too narrowly" (p. 93). Ms. Speid's comparison of reading to life epitomized awareness of the multiplicity of meanings encapsulated in the word "reading."

Beliefs about Teaching Reading

The most prevalent aspects of Ms. Speid's beliefs about teaching reading were her emphasis on using the child's background knowledge and expanding the child's knowledge base. Ms. Speid positioned herself neither in favour of the whole language nor the phonics approach to teaching reading. She proposed the integration of approaches to ensure that children would derive the greatest benefits. The Jamaican scenario where the Common Entrance Examinations became the focal part of a child's life concerned Ms. Speid. She highlighted the need to seek alternative forms of assessment and evaluation for our Jamaican primary school students.

Approaches to Teaching Reading

Ms. Speid believed that the individual differences which are inherent in children dictate the necessity of using multiple approaches to teach reading. "Each child is very different and we are teaching different people. We need to realize that no one method is going to work for everybody. What may work for you may not work for the other student." She cited her experiences with schools in the United States as a cautionary note against embracing any single approach.

> In America, based on my experience, they kept on changing the series or changing the book company saying this company does not give the phonics but this one is strong on comprehension, this one is strong on word sentence and so they realized that awhile, maybe they have to go individual. They went individual and then they went free for all for a while there, you know, let the child choose what he or she wants. Then they went to skills and there was no reading going on. I mean that short time I taught there fifteen (15) years and I think we changed--which comprised millions of dollars--we changed about six different reading series to see which one would work and then we realized there is no one way.

Ms. Speid embraces the idea that what worked with the child was the key determinant in the approaches the teacher should use for teaching reading. "It's a mixture of every little thing that works for the child."

The whole language versus phonics debate received little attention from Ms. Speid. However, she chided schools who were "big on" either approach and did not embrace new ideas and approaches.

> If you go into a school where the principal says "now the only thing you are teaching now is Whole Language because that is what's in Jamaica now" or "we go the phonics way and no other way" some principals don't want any changes. So if you decide that "I'm teaching a grade one class and I'm going to start off with the language experience," and they write stories every day and the principal hasn't seen you touch a reading book in the last three weeks. He would probably ask "what's happening in there, aren't the children reading?" We try to help our student teachers to stand for what they believe in.

Ms. Speid denounced totally embracing or rejecting either the whole language or phonics "approach" and as a part of a schools' philosophy and practice. She recognized that teachers may be pressured into adherence to one of these philosophies and practices. She believed she had a part to play in helping preservice teachers to become decision makers in their classrooms.

Of the four student teachers interviewed from Ms. Speid's Corrective Reading class, three spent their tutoring sessions working on phonics with their designated child. The other student teacher worked on sight words in her sessions. Althea described what she considered her best lesson with the child she tutored.

> The "sh" consonant diagraph. I remember I did this game with her, Fishing from Charlie's stomach where I have put some words beginning with "ch" on my stomach and I asked her to come up there, take up a word

> and asked her to pronounce the word. If it was correctly pronounced then she would keep it for herself. If not, then, she would put it at the back of Charlie's stomach and I think that that was very exciting to her. She enjoyed it.

Althea thought that was her best lesson because she observed that the child had "grasped the concept." She was also pleased with the enthusiasm generated by this activity.

Beverly described her best lesson as one in which she taught a consonant blend and the child was able to identify words which included the target sound.

> When I was doing "bl" at first, it was as if he couldn't give me a word and I said "think and think" and he sat there for a while and I gave him clues like saying "blouse" and those other words starting with "bl" and he sat there until he just jumped up and then (laughs) and said "I know, I know them now!" and he started giving me words like "black" and the other "bl" words and I said "very good" and he felt good, you know and he said to me "teacher, don't I can read?" and I said "Yes, you can read."

Beverly said she considered this her best lesson because she felt she had increased the child's reading ability and that made her feel good.

Student teachers frequently consulted Ms. Speid on an individual basis for assistance with their diagnosis of reading problems. She guided them to choose a single area for remediation and to work on that area for the duration of their tutoring sessions. She acknowledged that the child may have other "weaknesses" but that the student teacher should work at correcting the most outstanding problem.

The student teachers' focus on discrete skills contrasted Ms. Speid's stated views about what reading should be. However I later discovered that student teachers had consulted her before they began these tutoring sessions. Therefore, as she had approved

these areas of focus, one may suggest weak connections between her stated beliefs and what she considered appropriate practice.

Stories in Reading

Ms. Speid placed enormous weight on the use of stories in reading. She believed that stories were integral to any good reading lesson.

> I keep on saying a good story can last almost for the whole week. When you think through every introduction, the skills, comprehension, the vocabulary and so many different activities you get out of a story. Actually, when you finish, it's like looking at a passage. You have sentence structure. "Do you agree with what the writer said? Would you have done it a different way?" You can teach so many things.

She placed high value on story sharing with children. She believed that stories served as a catalyst to developing critical reading skills in children.

Ms. Speid believed that teachers should be prepared before they shared stories with children. She highlighted the importance of wide research by teachers before they presented a story to children.

> We need as teachers to have a lot more background information as a teacher. Know more about the subject we are going to present to the children. We ourselves know enough to share whether it is from a historical point of view or from a scientific point of view. We can relate these things to the students so that they realize that reading is not just the printed words written down. It's all that information that you as the teacher read and can add to this and give them more information so that when they go in there they have something carrying into that story that they are going to prepare to read and that also will help them in their preparation and I find that the vocabulary that they are going to meet in the new material that they are going to be asked to read.

Reading for Ms. Speid involved stories. Sharing these stories entailed rigorous preparation of both teacher and children. She was of the opinion this preparation

should facilitate comprehension and fluency during the actual reading of these stories.

Althea was the only student who mentioned the use of stories in her interviews. She said that Ms. Speid exposed her to more effective ways of sharing stories with students. She believed she will embrace more effective approaches than those she was subjected to by her primary school teachers.

> When I was in primary school coming up, I felt that in reading you just came, took out the book, turned to page 63, read story 5. The teacher just came and said "Read story five. Stand and read." It goes far beyond that. That gets you as the student bored. A student may be there, she is having a reading difficulty and because they are doing chorus reading you don't really understand that that child is having a problem. They are only doing lip reading. So, therefore at the end of this course, we'll know how to really group our children and how to really teach reading, not just to say "read chapter four or five" but to teach it to the students where they can really gain something at the end of the class.

The use of stories was a priority in Ms. Speid's discourse. However, in my observations, I did not see student teachers sharing stories with their children. The emphasis was on the use of games and drills which sought to deal directly with improving specific skills. I observed Ms. Speid enthusiastically sharing a story with a group once. I made this observation on my visit to her first year Children's Literature group where she modelled story sharing to her student teachers. Her presentation reflected the enthusiasm she exuded when she spoke about stories. This enthusiasm seemed to radiate to her student teachers. They were engrossed in the story she read to them. Use of stories, however, in the Corrective Reading course could only be termed as very limited, either by herself or her students.

Assessment and Evaluation

Ms. Speid did not offer explicit suggestions for improving assessment and evaluation techniques in Jamaican primary schools. However, she expressed strong convictions that the approach to assessment and evaluation in Jamaican primary schools was flawed. She criticized the abundance of testing that she witnessed from early childhood to primary levels. "I will quarrel about certain testing I mean testing kindergarten children--testing for this testing them for that."

The Common Entrance Examinations (CEE) "a basis for admission to secondary high public educational institutions" (Ministry of Education, 1980, p. 17) received her sharp criticism.

> Based on my background, where I got my higher education I don't believe in testing. I will say it on tape that I am really, really thoroughly against the Common Entrance Examinations. I think we took out the joy of elementary school or primary schools when we started to pressure kids that early in testing. Reading should not be so biased and so controlled that, at that level, they should be pressured to be prepared to read something for an exam where they pass or fail. It should be a time in their life when they just read and read and read for the joy of reading and just want to--read and expand themselves and getting into all kinds of situations of reading and --but we cut them down, we narrow them down. We make many them hate the idea of reading because we have our own agenda and it's like, if you can't read, then you can't pass this test. I don't believe in testing at this early age.

Ms. Speid repeatedly referred to the Common Entrance Examinations as a source of discouragement to effective teaching of reading within Jamaican primary schools. She hoped that a government proposal to abolish the Common Entrance Examination in favour of school-based assessment would soon materialize.

In contrast to her statements that opposed testing, Ms. Speid referred to the

usefulness of tests in diagnosing reading problems. She described the Corrective Reading course as one that familiarized her student teachers with methods of assessing and diagnosing children's reading problems.

> If they can't pick up why John is not grasping, they should be able to use, testing, different tests and measuring to find out what the problem is and may be able to work on them individually. The fundamentals course is mostly based on what they should get, what should the programme be like, does that make sense? In Corrective Reading, they really get to realistically go through students and finding students' background.

Ms. Speid spent time distributing and discussing the test battery for Corrective Reading. This test battery included the Dolch Basic Sight Words, several graded passages for oral and silent reading, and an auditory perception test. When I spoke to her student teachers during and after they administered these tests, some complained that there were too many tests to be administered. Some student teachers took more than three weeks to complete the administering of the tests and identifying the child's weaknesses. Ms. Speid expected student teachers to consult her individually to discuss the result of the tests and the focus areas for instruction.

In our second interview, Annette described the testing process she embarked on with the child she chose for tutoring.

> We were asked to administer some pre-tests to a particular child. We were to choose a child from the grade four level up in the primary and I went and I chose my child and we worked for--I think for probably about a period of three weeks I administered those pre-tests and after the pre tests from time to time we would reassemble with the tutor and she would guide us, tell us how to do the test and whether or not we were doing it correctly. If we had a problem we could go to her and she helped us to define the problem with the child. That particular child had numerous reading problems so it was really difficult to find out which one to work on. With her assistance we thought that sight words was the most crucial problem.

Annette found the tests useful in determining the reading weaknesses of the child. She also felt that post-testing gave her a reasonable measure of the progress the child made since she started the tutoring sessions.

Samantha thought some aspects of the tests were boring while other areas were useful and enjoyable.

> I found some of the diagnostic tests boring and she [her child] found them boring too. Like to identify the sight words, those exercises were boring, boring. I didn't really want to continue it but the phonics, when she heard the auditory perception, she liked that. I don't know if it's because she wanted to hear me speak or so but she enjoyed that one and the comprehension but the sight words were very boring. I think the list of words were unattractive. You know, the basic sight words. Those were the trouble. Those words were difficult.

Samantha found phonics to be the child's greatest weakness and focused on teaching that aspect of reading development in her tutoring sessions.

While Ms. Speid mentioned that she was opposed to testing, a component of the Corrective Reading course required testing and diagnosis of children to identify reading difficulties. Ms. Speid dedicated a large portion of the course to the concerns of testing. The student teachers found the testing aspect of the course more tedious than the tutoring sessions.

In her practice as a teacher educator, Ms. Speid showed interest in having her student teachers earn high grades. Twice in our informal conversations she mentioned that the previous group she taught did not "do well" in the course assignment and examination. Therefore, she intended to give greater attention to her current group of Corrective Reading students. In her lectures she frequently told her students that they

could all earn "As" if they exerted that extra effort.

Ms. Speid's students, while not always agreeing with her methods of instruction, consistently expressed confidence in her assessment of their work. According to Annette, "She really does not get to the meat of the matter right at that moment but in the end she does come through." In my first interview with Samantha, she expressed dissatisfaction that she was not receiving sufficient information from Ms. Speid. However, she consoled herself by referring to the grade she received in a previous reading course she took with Ms. Speid. "I still have confidence in her because she taught me Fundamentals and I did very well in the exam."

Reflection

Ms. Speid's stated beliefs about methods of teaching reading involved integrated and individualized instruction. However observing her practice revealed paradoxes between these statements and her practices. Recommending the isolation of particular reading skills for student teachers' tutoring sessions provided a conspicuous example of these paradoxes. The student teachers with whom I conversed described spending eight lessons working on singular skills such as consonant diagraphs and blends. These activities seemed to be the antithesis of Ms. Speid's statements which subscribed to the integration of approaches in teaching reading.

The use of stories to teach reading were prominent in Ms. Speid's descriptions of successful reading lessons. Ms. Speid described many possibilities for reading which centred on stories. In the tutoring sessions, student teachers did not use stories. During my observations I witnessed the use of drills and games to foster the children's

development of phonics and sight word recognition skills. While Ms. Speid modelled reading stories to her Children's Literature group, similar practices were not evident in her Corrective Reading sessions. Vacca, Vacca and Gove (1987) suggest that teachers do not place high priority on modelling and reading to students because of "the artificial separation between 'story time' and reading instruction or 'work time'" (p. 239). This separation, while not evident in Ms. Speid's statements on methods of teaching reading, was evident in her students' tutoring and her own instruction.

Ms. Speid denounced emphasis on testing in the primary schools. She posited that some tests contributed to the marginalization of children. However, she was teaching a course where testing played a vital role in realizing the course objectives. Her instructions to students was to identify the most "glaring reading problems" to address in subsequent tutoring sessions. Johnston (1986) bemoans the popularity of assessment in reading that is aimed at detecting weaknesses. He states that detecting weaknesses is the antithesis of the Vygotskian perspective that "stressed that one should look for the positive." While Ms. Speid seemed to share Johnston's view in her statements about what constitutes a good reading lesson, she also provided more tests than some student teachers thought were necessary for administering to their children. Students also found the interpretation of test results labourious and time consuming. After the four weeks of initial testing some students were still engrossed in analysing their test results.

Ms. Speid's approaches to assessment of student teachers reflected her stated beliefs about testing. She tried to remove the threat of failure by providing motivational

statements to her students (e.g., "you can do it"). Students did not seem overly concerned about their examination results. Instead, they concerned themselves with finding materials to tutor their children. Ironically, Ms. Speid expressed greater concern about her student teachers' performance on the final examination and the case study because of poor performance by her previous group of students. This presents the Jamaican reality that the lecturer does not have total control of assessment decisions. External control of student assessment is exerted by the Joint Board of Teacher Education. According to Tierney (1998) this external control perpetuates "teacher and student disenfranchisement" (p. 377).

Ms. Speid's beliefs about providing individual attention was evident in her approach to preparing reading teachers in the Corrective Reading course. To her student teachers' satisfaction, she was available to address their individual instructional needs. In order to give individual attention to student teachers whole group interaction was sacrificed. Student teachers mentioned that on one occasion Ms. Speid recalled the whole group in order to clarify some common misconceptions in their approaches to tutoring. Therefore, during the course there was little collaboration between student teachers to find instructional solutions for their children within their classroom context. In other words, individual meetings were chosen over a collaborative model which would involve students in "cooperative learning experiences" (Hayden, 1993/94, p. 50). This approach characterized Ms. Speid's emphasis on catering to individual needs. However, the rich possibilities for student input she described which were possible through stories and encouraging classroom discussions were not evident in her chosen

approach. Such a practice also heightened for students that only she had the answers to their instructional difficulties.

Ms. Speid's spoken beliefs about reading presents an idealistic picture of her vision for reading instruction in Jamaica. However, her practices were often reminders of the "real" context of the Third World which has increasingly emphasized testing over instructional processes (Dore, 1976).

Stakeholder Influences on Reading Beliefs and Practices

Ms. Speid referred to different stakeholders that influenced her role as a teacher educator. She viewed the main stakeholders as the student teachers, teachers of reading, children in Jamaican primary schools, and the education authorities. These stakeholders seemed to have influenced her beliefs and practices both directly and indirectly.

Student Teachers

Ms. Speid believed that student teachers were to be prepared to teach reading through building an experiential base through reading, research and practice. Her chief areas of concern were (a) the attributes of her student teachers which included their reading and language needs and competence, (b) the responsibilities she perceived her student teachers should undertake.

Student Teacher Attributes

Ms. Speid advocated the use of stories in the teaching of reading. She indicated that being able to tell stories was essential for her student teachers. However, she questioned their knowledge of the cannon of stories which Jamaicans in "her school

days" were exposed to. "Some students don't even know a story. You'll be surprised--everyday stories that you and I heard." Ms. Speid considered voracious reading by the student teacher as the solution to creating an adequate knowledge base for teaching student teachers.

> Students are not prepared when they go out there to teach. They don't have enough information under their sleeves. They're just depending on what they see in the first grade, second grade books. They don't go in the library again. For example, they are going to talk about the story about the breadfruit tree. They should look up something more than what is in the story. Go get some more information. They often go there unprepared amongst children, not having enough, not reading enough and having enough background information so that they can share with the students. They need to go beyond more than what is written in the given story at that grade level.

Ms. Speid also questioned the language competence of some of her student teachers. She expressed concern about their ability to teach reading when they were sometimes in need of remediation to improve their language skills. She mentioned that the college tried to upgrade these students with a preliminary year that prepared them for the teaching program.

> Those people who come in and they are not prepared for first year so they prepare them. I was with a group of prelims the other day teaching them basic grammar. There were people in there who have been teaching (15) years. We are not putting down anybody when we think about it, we say "oh my God what were these people doing with these children? What were they doing?" You know, based on their English.

When I sat with Ms. Speid while she marked chapters one and two of the Corrective Reading course assignments, she also expressed concern about her student teachers' language competence. She mentioned that when a few student teachers demonstrated grammatically correct syntax in their writing she found it a lot easier to mark their

work.

Ms. Speid also believed that because some student teachers possessed good ideas from their diverse experiences, she often learned from them.

> We have to learn that we have to listen to each other, respect each others ideas and we can learn so much from each other. I have learned a lot from my students coming from different parishes. We tease each other about certain words that are used there and certain things. " How would you say this if you were in Manchester or how would you say it if you were in Portland?"

While Ms. Speid questioned her student teachers' competencies in many areas, she ensured that they had a chance to express their ideas and experiences in class. During one observational visit, a student teacher shared an experience from her past teaching. A group of her colleagues scoffed and commented that she talked too much. Ms. Speid reprimanded the group for their outburst and encouraged the flustered student to continue sharing her experiences.

Student Teacher Needs and Responsibilities

Ms. Speid believed that student teachers had a role in their development as reading teachers. During our conversations she insisted that these student teachers should be actively engaged in research, reading and practice. This involvement, she contended, would help them to develop positive attitudes toward reading which they could pass on to children. These perceived responsibilities influenced Ms. Speid's interaction with her student teachers.

> Many times when my students come to me, I share whatever resources I can find. I try to direct them into different avenues--encourage them to use the library a lot more, encourage them to read the daily news, giving them situations that they have to react to and the only way they can react

> is if they read and know what's going on. You know what I mean? Whether it's from a historical, national or cultural point of view.

Ms. Speid believed that her student teachers needed as much practice as she could afford them. She stated that she tried to get them to practice as often as possible.

> They need help in preparing themselves to be good readers by practice, a lot of practice. Whether it is in the class room setting, as student to student or whether they actually get the children to do it. Being able to get themselves across as simply and intelligently as they can so that whatever they are trying to say to the children they without feeling that they are being talked down to.

Ms. Speid also emphasized that her student teachers needed to recognize individual differences in children and employ strategies to cater to those differences.

> They need realize that each child is very different and we are teaching different people and to realize that no one method is going to work for everybody. What may work for you may not work for the other student.

Ms. Speid's perception of her student teachers' responsibilities evidently influenced the way she perceived her responsibilities toward her student teachers. For example, after the first four weeks of formal classes she surrendered the rest of the Corrective Reading time to her student teachers. She expected the student teachers to dedicate this time to testing, diagnosis and tutoring of a child. She was available to provide individual support to these student teachers whenever they needed it.

Samantha lauded Ms. Speid for the individual support she received. "She gave us a lot of books to do the activities from. If we are interested, we go to her and she gives us sources. That was good and she gives encouragement." All four student-teacher interviewees made positive comments on the individual support they received from Ms. Speid.

Student Teacher Expectations

While student teachers expressed satisfaction toward the end of the course, they had initial complaints about the kinds of interaction that occurred during their formal course sessions. During our conversations, they noted that they expected Ms. Speid to "get to the point" and they felt that they were not getting enough information from the lectures. After the first three lectures, Annette expressed disappointment at the information she received from these lectures.

> For me, the basic reading that I have done is in fundamentals of reading and for Corrective Reading, the only thing I have done so far during the course is defining Corrective Reading and then from there on my--I don't know if I expected more, maybe I am expecting too much that is not supposed to be there. I don't know what is supposed to be there.

She also mentioned that other members of her group were concerned about the pace at which the lectures were going.

> Well, a lot of them have been agitated because they have expressed it. So they are most times saying she is spending too long on one particular thing because even with the "factors that affect reading" while we were doing it I don't think she reached the rest. She did the physical and I don't think she did the rest.

This initial uncertainty about whether Ms. Speid's approach was meeting her expectations was shared by Samantha.

> A child is unable to identify sight words. How can I help that child to be able to identify sight words? She hasn't touched on it and to develop comprehension skills. She hasn't touched on that yet and phonetic skills. I don't know how to correct it. So if I didn't really do the advanced reading, I wouldn't really know how am I going to make it--what aids am I to make for the child? and so forth.

Beverly's statement about what she expected Ms. Speid to do best summarized the

student teachers' initial expectations. "Well, just come to class and lecture and do what you're supposed to and don't keep going back. Give us the material." In these initial sessions, there were evidently contradictions between Ms. Speid's approach and the student teachers' expectations. This contradiction seemed to have added to the oppressive heat in Room "P." Student teachers sometimes grumbled among themselves about not getting to the point. There was one such instance when I overheard a group member complaining to a classmate that what Ms. Speid was saying was not relevant. Ms. Speid reprimanded the group member for talking while she was addressing the group.

Student teacher competence was a major concern in Ms. Speid's expression of her beliefs and practices. She was concerned about their knowledge of the language and exposure to reading material. This concern caused her to decide to meet her students individually to cater for their specific needs. Her marking practices were also altered as she collected the major assignment one chapter at a time to ensure grammatical correctness and accuracy of interpretation of the children's reading problems. The student teachers' expectations were not always consistent with what Ms. Speid expected of them. Sometimes they wanted more content than they felt Ms. Speid exposed them to during lecture sessions.

Teachers of Reading

Ms. Speid believed that teachers of reading were often ill equipped to deal with the complexities of children's reading needs in the Jamaican primary schools. She believed that, like her student teachers, these teachers should be immersed in a lot more reading

and research. The sub themes that follow in this section are sensitivity to learners, perception, interaction with children, and teacher as reader.

Sensitivity to Learners

Ms. Speid criticized teachers who were engaged in "streaming" and labelling children based on their perceived reading competence. She rued the popular perception teachers tried to convey to her student teachers about children in their classes.

> My students often say, "Miss, I just got out of my class the classroom teacher tells me that they are all slow and they can't read" and I say "uh uh." So I think we have to learn as a reading teachers to see if we can clear up the negativity. Stop and say yes some of them will come from homes where they had no exposure, you and I know some come from homes where they don't even know their right name.

Ms. Speid acknowledged that some children in Jamaican primary schools may not have been socialized into a reading culture at home. However, she remonstrated with the idea that teachers used this socialization to discount children's reading abilities. She thought that if teachers avoided this negativity, their positive comments would allay some initial trepidation her student teachers experienced when they entered the classroom.

Ms. Speid also advocated teacher respect for other cultures. She cited an extreme case of cultural unawareness from her American experience to emphasize her point.

> We had the book Three Chinese and one character was Fuk and one was Yu and the principal was passing by he heard the teacher say "Fuk come, Yu, Fuk come here" (laughs). He stopped and he said "Pat, what were you saying? oh I was passing and heard those bad words . . ." and she said "no, one kid is Yu and one is Fuk. I was calling them," you know, and they have to learn to respect each other and names and so on. . .

While I thought this scenario was somewhat extraordinary, it illustrated Ms. Speid's

zeal in conveying the idea that the teacher should be culturally sensitive.

Ms. Speid believed that, like her student teachers, teachers need more preparation and a wider knowledge base to be effective teachers of reading. She believed that Jamaican teachers, unlike their American colleagues, did not have "ready made" background information. Therefore, the onus was on Jamaican teachers to find such information.

> The teacher has to have some background information. I noticed in the American Teacher's Manual that there is always a background. Every story has background information. So it is there for the teachers, as usual everything is there. I think that us, as Jamaicans, need to get some background information.

Teacher Perception

Ms. Speid believed that the current perception of some teachers had adverse effects on the effective teaching of reading. She insisted that some teachers did not place enough emphasis on the teaching of reading in their classes. "I'm kind of concerned though, I really realize that most of our younger teachers don't see reading as a subject to be taught and furthermore they don't know how to teach it, and it shows up very much." Ms. Speid feared that her student teachers were often affected by this perception. Therefore she had to emphasize the importance of reading to them.

Another area of concern for Ms. Speid was teacher perception of their classes. She bemoaned the idea that some teachers viewed all students as having similar instructional needs which resulted in using one approach for all their students. In her opinion, the teacher needed to be open in his or her thinking in order to cater to differences within the classroom. She posited that "the teacher has to be very, very

broad minded, be very, very skilful, be very equipped, have various kinds of tools ready, because what gets you hooked may not necessarily get me hooked."

Toward the end of the Corrective Reading course, Samantha shared similar perceptions about perceiving and catering to individual differences.

> I think reading especially to remedial readers should be on an individual basis. You might find a child having problems with vowel sounds and you might find another one having problems with sight words and another having the problem with say syllabication. All of those are the problems that contribute to the poor reading in the class. Yet, you might be paying attention in teaching sight words and you don't pay attention in teaching the phonics. Therefore, you'll find only one child benefitting from the reading programme. I think they should give them individual teaching so I believe her [Ms. Speid] in that.

Evidently, Ms. Speid impressed on her students the need to cater to individual needs in children. However, it appears this attention centred upon the discrete aspects of the reading act as opposed to the more holistic concept of meaning construction.

Teacher Interaction with Children

According to Ms. Speid, teachers needed to interact with children in ways that would "turn them on to reading." She believed this interaction may range from the enthusiasm about reading that the teacher communicated through his or her own reading to the teacher trying varied approaches to get her students "hooked" on reading. Ms. Speid related an experience from her son's elementary school teacher to emphasize her belief in trying varied interactive approaches to elicit children's interest.

> I can remember when my son was in third grade in a Catholic school in America. Even though his mother was a teacher and his father an engineer and his sister was a reader, he wouldn't read. There were lots of boys in his class and they were having problems. They got a new teacher and that poor lady didn't know what to do with them. After trying many things, she got

> this book this chapter book called The Secret Garden and that was what turned my son on reading. She shared a chapter with them. Every day he looked forward to another chapter and every evening I could hear what happened. It was always "I can't wait for tomorrow to hear what happened" and that was her, something to share.

Ms. Speid believed that sharing stories with children opened avenues for interaction with children. She emphasized the need for the teacher to hold in-depth discussions and varied activities with their students relating to the stories they share.

Althea was the only student-teacher who mentioned the use of stories in our conversations. She mentioned that in an earlier course, Ms. Speid demonstrated techniques for story sharing as a springboard for getting pupils' interest to her group. She also mentioned the need to view and treat children as equals.

> She demonstrates to us how we would raise the tone of our voice even in telling a story or whatever, the action we would put forward. Therefore, even if a child is not interested in what is going on, how you as the teacher prepare yourself and go in front of the class then they are willing to learn. They don't really feel inferior of what you are doing.

In the lectures I observed, Ms. Speid exuberated the notion that teachers' first responsibility was to make the child feel comfortable before attempting any form of reading instruction. She mentioned that many of our Jamaican children were intimidated by previous feelings of failure in reading. Therefore, she stressed that teachers should be sensitive to these children and receive feedback from them concerning their reading experiences. Annette placed Ms. Speid's emphasis on attending to the child's comfort and reasoning with the child among more valuable pointers she received from her lecturer.

The picture she gave us about letting the child feel comfortable because

> I think that was key to the breakthrough that I had with Brian. Letting the child feel comfortable, letting him get things that are within his experience not only things that but things that will challenge his mind. Give him the tools as to how he must access these words. Not just teach him and let him--he should know the purpose of him doing it and if he knows the purpose, then I think he would do a better job of it.

Althea mentioned that Ms. Speid made her students feel comfortable through the way she interacted with them in the courses she taught.

Teacher as reader

In response to a question I asked on what made an effective teacher within the Jamaican primary school context, Ms. Speid reiterated the idea of the teacher as an avid reader.

> The effective primary school reading teacher has to be a great reader and it has to be seen in her. She should be a person who grasps the English Language--a teacher who is in love with reading and in love with books. The kids should see that love of books once they come in the classroom. He or she is to be surrounded in books then the kids will say, "oh my gosh, we are going into Miss X's room she has so many books in comparison to Miss Y. She should always have access to books. Children should see him or her enjoying reading.

Modelling was high on Ms. Speid's list of effective teaching strategies. She felt that teachers had a responsibility to themselves and their students to be avid readers. She advocated an obsession with reading on the teachers' part as an avenue to become effective teachers of reading.

> The reading teacher who is well equipped is the teacher who is sensitive, who reads and writes and speaks and lives reading--who is always on the look out for new information, new ideas who is obsessed with reading and who brings it to her students in many forms. Whether it is through storytelling or through poetry, whether through dancing, whether through singing, I mean, the reading teacher is everything and all that.

While Ms. Speid advocated avid reading, the integration across different subject areas were also dominant in her conversations. However, her student teachers did not communicate this kind of interest in reading for reading's sake. They seemed more interested in getting information which would help them to get through the course successfully. When I asked student teacher interviewees to relate what happened during their tutoring session, they mentioned getting methodology texts from Ms. Speid. No respondent referred to their own reading neither did they mention reading a book to the child each student tutored.

Althea provided a synopsis of her perception at the end of the course. She shared Ms. Speid's belief that teachers need to find ways of "helping" students to read. The impressions the tutoring sessions gave her of the kinds of involvement the teacher should have with the child reflect the emotional and instructional support Ms. Speid advocated that the teacher should give to children.

> Many children they are out there and they need help and sometimes the teachers out there don't really go through that extra mile for the children. I think they need help. From my observation and the time I spent with the child I realize that they will make it and they can read. They just want - they just need the help out there. They just need the help because at first when I started with her she seemed blank but now even when I was leaving she cried. She said "Miss, you not coming to teach me again?" I mean she cried. She didn't want me to leave her.

Althea's sketch of her experiences with a child typified the kinds of responses I received from student teachers in the second interview. They described children who had gained from the individual attention they received and were saddened by the impending conclusion to their tutoring sessions. Individual attention seemed to be a

novel teaching approach to these children. This is not surprising since the pupil teacher ratio in Jamaican primary schools is 45 students to one teacher.

Children in Jamaican Primary Schools

The beliefs Ms. Speid shared concerning children as stakeholders focussed mainly on children's experiential base and gender.

Children's Experiential Base

Ms. Speid emphasized that children in Jamaican primary schools had experiences and ideas to share in reading lessons. She stated that she sometimes supervised student teachers in preparatory schools. These schools were privately owned schools where the more affluent families in Jamaica sent their children for pre-secondary schooling. In these schools, she met children who sometimes had more direct experiences of events and situations depicted in stories found in class readers. She related the following example:

> Last year we had a story in the second grade book about an uncle who came to visit. We helped this second year student who was on practice teaching to plan an introduction to the lesson and we observed her teaching that lesson. The introductory question was "how many of you had gone visiting anybody?" and then it came up "where have you gone?" It was a prep school and every child in that class had gone somewhere abroad. You know who were the only two people who didn't go any where? The two student teachers! Curacao, Panama, several times Canada, England, New York, Miami, Montserrat. . . . Some of them had gone almost hopping the whole Caribbean Island. One kid had gone to Brazil but every child in there had gone somewhere. So they knew about some exposure and they had so much to talk about and to share with the teacher. She just kind of asked the right question and the whole first lesson, they didn't touch the reading lesson, "what do you need when you are travelling?" "the documents" they knew the word documents, "and we need passports and you have to get this" they knew the whole thing. Do you see the background?

Ms. Speid did not only confine her description of children with rich back ground to children of affluent parents. She stated that all children had some experiential base on which to base reading instruction.

Student teachers shared Ms. Speid's emphasis on the importance of considering children's experiential base. Annette, who tutored Brian, a boy from a family of modest means, used his love of football (soccer) as a springboard for her initial lessons.

> Prior to my teaching with him, I asked him about the things that he liked, his hobbies and stuff like those and he told me that he liked all ball games. He specified the ball games and since it was a period of football and it's a ball game and I think that every Jamaican at that time from children to old people were just jubilant about football, our country getting the privilege to participate in the World Cup. So I thought it best--and it was like two days after the announcement of us going to France and I had the lesson to teach. I made a model of a football pitch, I made some word cards, I made a little model ball as well and I made some words and some footprints and I took them with me. I started the game when I asked him about it he was so excited just seeing the model, he just got very excited and I asked him about the football games that went two days before and he was so enthusiastic he told me everything so as soon as I presented the words, even though he did not use them they were words related to the pitch and other football words and so we developed a lesson around that and I clued him as to the words I wanted to get from him on the cards and then I presented the cards to him and said these are some of the words and I listed them. I allowed him to spell the word and somehow make a mental picture of the word because that's the--in sight words I use things around his experience and he was able to do very, very, well at that.

Annette's detailed account of using the child's experience to get the child interested in reading typified Ms. Speid's advocacy of this approach.

Gender

Ms. Speid often made clear demarkation between the reading needs, interests and

ability of boys and girls. Her son's grade two experience typified her sporadic references to boys during the interviews. Generally, she believed that boys at the primary level had different reading needs interests and levels of competence from the girls. Therefore, she was of the opinion the reading teacher had to devise strategies that recognized gender differences. The statement "especially the boys" often punctuated Ms. Speid's statements about children's reading in her lectures and in our conversations. The following statement best summarizes her stated impressions of boys in Jamaican primary schools.

> I'm really concerned about our Jamaican boys. I love to teach boys. I love boys, I love to teach boys because they are so sincere. If a boy doesn't like you, he is mad with you and when it's over, it's over.

Ms. Speid's interest in the welfare of boys was evidenced during the tutoring sessions. The only child's name she seemed to remember was a nine-year-old boy named "Duke." She spoke to Duke twice during my observations. Once he came while we were conversing and told Ms. Speid that he was looking for his student teacher. Ms. Speid spoke to him quite jovially then sent him back to his school. She then jokingly said to me, "Duke acts as if he is really a Duke and he tries to get that kind of royal treatment from his student teacher." On one occasion, Duke's student teacher consulted Ms. Speid while we were sitting on the staff balcony. She was quite concerned that the boy tried to "change the subject" each time she tried to involve him in reading activities. Ms. Speid advised the student to be alert and a bit firm during tutoring sessions. When the student teacher left, Ms. Speid turned to me with a smile and said "I told you, he is really a charmer."

Generally, Ms. Speid believed boys were at a disadvantage in Jamaican schools because they enjoyed a slower pace of development than girls.

> Some of us are late bloomers and then if you say at ten or eleven you are supposed to pass the Common Entrance exam, you are not ready. Especially the boys. I think a more continuous one to one--it's difficult because our classes are so big--basis of evaluation. More so, an evaluation than a test--a controlled national test that will build toward such a great pressure and they think they are a complete failure at age eleven, twelve if they don't pass.

Ms. Speid recollected her experiences with her son as a frame of reference for understanding boys. In our conversations, she mentioned that of both her children her son read less at the primary grades. However, after he got older, he engaged in more reading activities and engaged in scholarly activities.

Ms. Speid mentioned that boys were "deep" but the teacher had to create meaningful contexts to bring their experiences to the fore. She recounted an instance when a student teacher had a lesson on the wind with a class of mostly boys.

> It was a class with a lot of boys. She was trying to say "look at the leaves (chuckles) it was a still day there was nothing happening. Then all of a sudden, the wind came up and you should hear the language. This was third grade. They said "Yes Miss, I can see it's every motion look at those clothes on the line dancing in the wind!" I mean, the language! She almost didn't have to say anything. The boys mentioned the hurricane, the turbulence, and the wind factor. This was third grade. She didn't know what to ask them. Her plan was to take a candle out there and she would light the candle. Then she said "When you go inside I'm going to light a candle and do something," but it was not necessary. These boys were beyond that.

Ms. Speid did not give examples nor did she deliberate on the needs and competence of girls. However, she mentioned that the teacher should include reading materials in the classroom that catered to the interests of all the students.

> Make sure you have varied material, not just the textbook. I mean, any amount of material--you know, football, a boy sees a football on a book and he's going to do everything until he tries to read that book, maybe tennis, maybe basketball, the girls maybe something they see with cooking or friends or a doll. . .

This statement indicated that Ms. Speid held traditional gender stereotypes concerning the interests of boys and girls. However, during my interaction with the student teachers, they made no distinction between the interests and needs of boys and girls. For example, Althea devised a game based on fishing for the girl she tutored.

Educational Authorities

The Joint Board of Teacher Education (JBTE) in Jamaica presented mandates for teaching the Corrective Reading course via a course outline. Ms. Speid stated that she viewed the course outline as a guideline to ensure that she covers the prescribed areas of the course.

> It's really just a guideline as to where I am going to focus. I'm sure most of the time I spend more time doing other things than really keeping by the guideline. But it's just like, you know, instead of going all over the place and you don't know which way you are going--to me it's just a guideline. For Corrective Reading, there is a specific guideline. It gives me an idea what I have to do and how I am going to go. It has nothing to do with what they suggest there. So it's really a guideline for them. It's like making up a plan of action. You don't have to go with that plan. Nevertheless, you can always alternate and go somewhere else and move from that plan in the same direction.

During my visits I discovered that Ms. Speid lived her belief that she did not have to go with that plan. The Corrective Reading course outline suggested 45 hours as the length of the course. Commodore College also timetabled the course according to this

requirement. However, after the first four weeks, Ms. Speid did not hold formal lectures. Instead, she was available for individual student needs during these hours. The course work requirement in the course outline suggested at least 10 sessions of work with the learner. However, student teachers in Ms. Speid's group did eight tutoring sessions.

Ms. Speid was sensitive to the mandates of the JBTE for assessment purposes. She strictly enforced the format recommended in the course outline. On my final visit to Room "P," I observed a sample assignment on the chalkboard which presented the exact format that all student teachers should follow in presenting their case studies. She also expressed concern that despite her efforts, some student teachers would not follow these mandates.

> You know how they can switch especially when they have the old idea in their head and you are trying to say "This is the way you would like it to be done." (Points to the chalkboard) this shows what I want on the cover, what I want inside the cover, you know, I mean that kind of thing. That's what the Joint Board is asking for and you have to really use this.

Samantha disagreed with Ms. Speid for following a single format for the case studies.

> I just want to know what she wants on the paper. She gives us an outline as to how we are to write the study and we just have to follow it which I don't really see should be really done that way. You can do your own creativity but she says follow her so you have to just do it and I don't like that.

Ms. Speid was quite meticulous about adhering to Joint Board requirements on matters of assessment and evaluation. Her insistence on this adherence could be attributed to her desire to ensure all her students pass the course. She was concerned that her student teachers in the previous year did not do well in Corrective Reading. Therefore, she

expressed the desire to "do better" with her current group of students. In a telephone conversation we had since I returned to Canada, Ms. Speid said that the students had done "much better" than the previous year.

Ms. Speid added her personal touch to the instructional activities prescribed in the course outline. However, she felt that her students should perform at a satisfactory level based on the Joint Board mandates. Therefore, she followed the assessment and evaluation component of the course outline. She appeared to make more personal decisions on instructional methods and scheduling of class activities.

Reflection

The instructional milieu in which Ms. Speid taught had many stakeholders. The more dominant stakeholders as evidenced in the data were the student teachers, teachers of reading, children in the primary schools, and the Corrective Reading course which reflected the JBTE influences. Ms. Speid was aware of these stakeholders, and as a result, her reading beliefs and practices were shaped in different ways by their existence. She mentioned other stakeholders (e.g., the college administration, and government concerns). However, the data revealed that these stakeholders did not receive much prominence in Ms. Speid's discourse.

Connelly, Irvine, and Enns (1980) described students as the "prime stakeholders in the educational enterprise" (p. 44). Student teachers within the context of this study occupies this position. However, since Ms. Speid's Corrective Reading involved both student teachers and children in the Jamaican primary schools, questions remain concerning whether both stakeholders occupy positions of primacy among the interests

that influence Ms. Speid's reading beliefs and practices. Ms. Speid's primary concern was that her student teachers "did well" in the course. Doing well entailed satisfactorily testing, diagnosing and tutoring of children and performing well in the course work and examinations. Therefore, her efforts and interaction were mostly concentrated on the student teachers.

Ms. Speid's reading beliefs and practices were affected by student teachers. Her comment that she modified her approach because she wanted students to perform better attests to this influence. She also commented that she sometimes learned from her student teachers. Her criticism of the reading and language competence of some student teachers also impinged on her practice. Her complaints that student teachers did not read enough and therefore were not prepared to share the joys of reading with children recurred throughout our interaction.

Student teachers were not always pleased with Ms. Speid's instructional approaches. During the first quarter of the course there were many complaints about her teaching style. This initial uncertainty abated and student teachers seemed to grow in confidence as the course progressed. According to Connelly, Irvine and Enns (1980) "the student is sometimes angry, frustrated and confused . . ." (p. 44). These emotions were evident in the initial weeks of the course but eventually disappeared as the student teachers settled down to their tutoring activities.

Ms. Speid believed that children's individual differences should be prioritized in the teaching of reading. She emphasized the importance of using children's background experiences to maximize children's reading potential. These considerations placed

children as stakeholders in a prominent place among the factors that impinged on her reading beliefs and practices.

Children's gender seemed to play an important part in Ms. Speid's conceptualization of the learner and the teaching strategies she recommended for them. However, Ms. Speid's concern about the welfare of boys is justifiable since women in Jamaica have been faring better than men in the employment scene (Allen, 1998). Ms. Speid's concern about the neglect of boys may be justified if one considers Allen's premise.

Teachers as stakeholders had notable impact on Ms. Speid's beliefs and practices. She was aware that she had a role to play in preparing effective reading teachers. She saw the need to refute the popular teacher perception that some children "can't read" so that her student teachers would enter teaching with a positive attitude toward reading. The approaches to teaching reading embraced by some teachers were also sources of contention for Ms. Speid. She believed that teachers had an important role to play and it was her responsibility to prepare teachers who could help to remove some negativity she experienced in the Jamaican primary classroom.

Connelly, Irvine and Enns (1980) also included Ministry of Education curriculum guidelines as stakeholders in the curriculum process. In Ms. Speid's context the Joint Board of Teacher Education (JBTE) and its course mandates occupy this position. The course outline approved by the JBTE influenced her practices mostly in terms of her student teachers' assessment. In the introduction to this study, I mentioned my own apprehension of "looking bad" in my professional circle as a teacher educator. Not

looking bad entailed having student teachers preforming well on the course examinations. Lecturers in Jamaican teachers college have often been rated by college administrators and student teachers by their student teachers' examination results. Ms. Speid's strict adherence to assessment and evaluation concerns of the course outline was conspicuous. This attention created a striking contrast to her adding her personal interpretation to the procedural guidelines of the outline. Such a practice could be attributed to Ms. Speid's awareness of the use of students' performance as an indicator of her instructional abilities.

Ms. Speid was evidently aware of the stakeholders. Connelly and Clandinin (1988) advocate that teachers need to be aware of the various claims made of them by all stakeholders. In Ms. Speid's case, although explicit acknowledgement of these stakeholders was not always evident, her statements reflected an awareness of different stakeholders in her instructional context.

Lecturer Practice

Ms. Speid's practice has received quite a lot of attention throughout the previous themes highlighted in this chapter. However, Ms. Speid's practice was most evident in her approaches to instruction, interaction during course sessions and collegial cooperation.

Approaches to Instruction

Ms. Speid mentioned that extensive reading on her part is an integral component of her practice. By reading, she believed that she could be more effective in preparing reading teachers for the Jamaican primary schools. "You know, I never get enough

chances to read. I wish I could have more time to read." Besides her reading, she encouraged her students to read. Samantha mentioned that Ms. Speid lent her personal reading resources to her students.

Ms. Speid indicated modelling to be important part of her practice. She said she did as much modelling as she could to expose her student teachers to many methods of teaching. During my classroom visits, such modelling was less evident in her Corrective Reading classes. However, she modelled story sharing to her children's literature group. During the in-house teaching practice sessions, Ms. Speid sometimes interjected a comment during her student teachers' lessons and showed them how to ask questions and she helped them to provide links between the different stages of their lessons. For example, when a student was teaching a lesson about fruits, she suggested that the student erased the names of the fruits from beside the pictures she had on the chalkboard and then allow the students to label these fruits with the word cards she had used with the fruit names during the introduction of the lesson.

Ms. Speid also indicated that she sometimes "took over" lessons when she went into the schools and saw her student teachers struggling. On one occasion when I arrived at Commodore, Ms. Speid mentioned to me that she was sorry I had not arrived earlier because one of her student teachers was having problems teaching a lesson which she had to take over. During our interviews Ms. Speid also spoke of instances when she had to intervene in her student teachers' lessons. "This teacher wasn't prepared so I took the lesson over and I was really trying to show her. . . . I was so angry with her so I wanted to show her how she could present the lesson."

Samantha expressed some concern about Ms. Speid's remedial approaches when she mentioned that Ms. Speid "teaches from error." When I asked her to explain what she meant, she said, "A student might do something wrong and then she come in the class and tell us and then she tell us the way how it should be done." Samantha said she preferred an approach where she received the strategies before she made her "errors."

Althea's expectations for Ms. Speid's approaches to teaching the Corrective Reading course entailed creating avenues for observation and practice.

> I feel she should allow us as students to go out in the classroom and to really see the problems ourselves. Even she herself can dramatize in doing a role play, reading or whatever, like a child who cannot read. Show--let us do a role play to really weigh it out--how we would deal with that situation in the classroom.

During our final interview Althea mentioned that, by tutoring a child, most of her expectations for the course had materialized.

Ms. Speid also mentioned micro teaching as one of her favoured approaches to instruction.

> What I try to accomplish is to let them effectively try practice. Practice on each other and sometimes plan. Plan the lesson and talk about it and I myself will maybe give a lesson pretend it's a class and sometimes you go down to the primary school and you get a whole class and sometimes they themselves practice on each other and then we critique the lesson.

I did not observe micro teaching in the Corrective Reading group. However, Ms. Speid meticulously marked the lesson plans her student teachers made for tutoring a child.

Ms. Speid's student teachers were not always satisfied with the approaches she took when teaching them in the Corrective Reading course. Initially, three out of four interviewees believed that she strayed from the point and was not giving them the

content they needed. They also felt that she spoke too much about her American experiences and needed to give more Jamaican examples in her lectures. However, by the end of the course, the student teachers were pleased with the individualized attention and support Ms. Speid gave them while they were tutoring.

Interaction During Course Sessions

During my visits to Commodore College, I observed discussions and lectures in Ms. Speid's Corrective Reading sessions. She structured these sessions to set the framework for the tutoring sessions which followed. Therefore, the sessions entailed many directives from her and questions and comments from the student teachers. Beverly complained that, during these sessions, Ms. Speid tended to deviate from the matters she should deal with.

> In the first, that two weeks of class, we were lost. Well, I should talk for myself, I was totally lost because she kept coming and like straying from the topic and I was saying "when is she going to get there?" so on the first hand I would just get to the point, tell the students what they are about.

Samantha thought Ms. Speid should allow more opportunities for student input in her sessions.

> Most of the time she does most of the talking. You might have a point and somebody says it--one or two students will say something and then instead of allowing the other students to answer the student, she would develop a topic based on their question and just keep on talking, talking, talking.

However, Ms. Speid believed that she encouraged student input and respected different opinions in her classes. She stated that, "we have to learn that we have to listen to each other, respect each others ideas and we can learn so much from each other." It was

evident that Ms. Speid encouraged interaction during her course session. This sometimes accounted for the "straying" that Beverly referred to. However, there seemed to be discord between the student teachers' expectations for interaction and Ms. Speid's conducting of interactional activities.

Collegial Cooperation

It was evident that Ms. Speid worked closely with Ms. Peters, a senior reading lecturer at Commodore. According to Ms. Speid, they sometimes held class sessions together where one lecturer would present on a particular topic. Ms. Speid also consulted Ms. Peters for advice on course matters. Despite this cooperation, student teachers initially compared the approaches of both lecturers and complained that they were not getting the exact content from their lectures. In our first interview, Annette had strong words of concern. "Comparing with the other students from other classes, some things that I heard them say that they got, I don't think we have gotten those things and somehow I feel that I have been cheated." Student teachers' impressions of the collegial cooperation were not always positive. For, example Samantha viewed Ms. Speid's consultation with Ms. Peters as an indication of lecturer lack of confidence. "The other reading teacher is more confident and even in doing this study, Ms. Speid has to consult her for the information."

Reflection

The student teachers I interviewed at the end of the course were generally satisfied with the outcome of Ms. Speid's approaches to the course. They expressed enthusiasm at the learning opportunities that she provided through the experiences they gained by

tutoring a child. They were also pleased with the support Ms. Speid gave them individually during these sessions.

Ms. Speid's practice seemed to assume a directive stance at the beginning of the course. This was evidenced in the plethora of tests she distributed to the student teachers. Most of her lectures entailed providing advice on how to "deal with" the child the student teachers were expected to tutor and how to administer tests to these children. As the tutoring sessions began, Ms. Speid assumed a more facilitating role. She availed herself to hear students' concerns and guided them into planning and evaluation of their tutoring sessions.

An important source of discord in Ms. Speid's stated beliefs and practice was her verbal emphasis on integration versus the manifestation of this integration within her practice. Bainbridge-Edwards and Malicky (1996) suggest that there are at least three different levels of integration that can be incorporated in school programs:

1. Simple integration of all language arts - as reading writing listening and speaking
2. Integration of different subjects across the curriculum, and
3. When children integrate their own knowledge and experiences of the world with their school learning. (p. 22)

Ms. Speid included all three levels of integration in our conversations. However she did regard a course in Language arts methodology as being discrete from her reading courses. In her contact with her student teachers she encouraged integration of children's knowledge. This integration of experience is evidenced in Annette's

description of her use of football as a springboard for discussion. However there was a notable absence of her integration of subjects across the curriculum in her practice. Sharing stories in the children's literature course and not in her Corrective Reading course attests to this absence of integration.

There was obvious discord between Ms. Speid's description of her practice and how her student teachers viewed her instructional practices. Three of the four student teachers whom I interviewed were highly critical of her approach to instruction during the four weeks of formal instruction. The example of Ms. Speid's stated belief that she encouraged and respected different opinions was countered by Samantha's view that Ms. Speid did most of the talking. However, toward the end of the course student teachers were less critical of her practices and indicated that they benefited from the individual guidance she gave them. This is not surprising since researchers have found that student teachers and classroom teachers often change their perspectives after exposure to a reading course or exposure to other perspectives on teaching reading (e.g., Deford, 1979; Hayden, 1993/94; Bruinsma, 1985, Sakari, 1986).

Evidence of lecturer modelling was more apparent in teaching practice sessions than in Ms. Speid's course sessions. Ms. Speid expressed discontent with current approaches to teaching reading in Jamaican primary schools. However, her emphasis on student teachers selecting one area of weakness in reading and working on improving this weakness did not epitomize the integration and possibilities for the use of literature she described in our conversations. Knickerbocker (1995) suggests that teacher educators must " . . . embrace the changes they support and be able to model

these transformations in their own teaching" (p. 56).

While Ms. Speid's individualistic approach to supporting student teachers from her desk at the staff room seemed to be a novel and workable approach within the teachers' context, this practice would not be practical within the Jamaican primary school context. A Jamaican primary school principal recently described his school as one which experiences overcrowded classrooms. The inadequate facilities led to discipline problems and aggression on the part of students which in turn led to frustrated teachers (Davis 1997). The need for lecturers to model practices which may help prospective teachers to cope with these contexts therefore becomes more important. The question of whether Jamaican teacher educators should simulate and model workable practices for use in the primary schools therefore becomes relevant when thinking about issues of lecturer modelling.

Discussion

Ms. Speid alluded to her family and professional background in stating her reading beliefs. She credited emphasis on reading from an early age for her position as a reading lecturer. She believed that reading is an integral part of life and living. Morawski (1995) identified a causal relationship between teachers' early reading experiences and the messages these teachers convey to their students about reading. "Recollections laden with strong parental support, personal control and feelings of satisfaction and determination . . . are indicative of teachers from whom students would receive highly favourable messages about reading" (p. 324). Samantha's description of reading as the fourth basic need demonstrated that student teachers received favourable

messages from Ms. Speid about reading.

In Ms. Speid's opinion, teachers should employ appropriate instructional strategies to cater to children's individual background and instructional needs. In preparing teachers of reading, Ms. Speid said she placed great emphasis on reading and research on her part and insisted that student teachers did likewise. Efforts to meet the JBTE requirements while considering the practices of teachers in the Jamaican primary schools were also evident in Ms. Speid's teacher preparation efforts.

Ms. Speid's views about reading focussed on the idea that reading engenders readers. There was a conspicuous absence of overt references to any accepted theories of reading in her statements about reading. Her statements about treating each child according to his/her individual needs and her emphasis on using stories as a springboard for immersion in language experiences suggests that she was a proponent of the integrated approach. Shapiro and Kilbey (1990) suggest that "While there are many factors which influence a teacher's reading instructional practices, their belief can shape their behaviour. When these behaviours and beliefs are at odds with accepted theories of child language learning and development, intervention should occur" (p. 71). Congruence between Ms. Speid's beliefs and practices is evidenced in her preference of providing individual assistance to her student teachers. However, her approach in helping her student teachers to choose a single "weakness" (which was commonly perceived as a phonic difficulty) and devise lessons to remedy this weakness provides stark contrast to her stated beliefs which could be linked to theories that advocate holistic approaches to the teaching of reading where the reader's knowledge, is essential

for understanding the reading process (Goodman, 1982).

Cambourne (1995) states that "all pedagogies are driven by a theory of learning" (p. 183). He also presents the worth of identifying theories that drove one's pedagogy. It appears Ms. Speid was more concerned with suggesting strategies that "worked" with children than providing a theoretical framework for her instruction.

Ms. Speid indicated that modelling was an important part of her teacher preparation strategies. This modelling seemed to occur in the context of the primary classroom either in micro teaching or in teaching practice context. Modelling the integration she encouraged in her conversations might have been a useful way of exposing students to strategies that foster integration. Loughran (1995) suggests that reflective practices can be developed through teacher education programs if teacher educators incorporate these principles into their teaching. During the Corrective Reading classes, Ms. Speid was focussed on discussing course concerns and advancing reasons for reading difficulties. The incorporation of principles for teaching reading which she emphasized as incorporating different strategies were absent from these sessions. This observation highlighted gaps between her beliefs about the effective reading teacher and her instructional practices.

It would not be prudent to identify gaps between Ms. Speid's stated beliefs and practices without considering stakeholders which may have influenced her instructional behaviour. She was obviously affected by the fact that her student teachers had performed unsatisfactorily when they were assessed by the Joint Board of Teacher Education standards. While Ms. Speid verbalized the need for integration, there was

also an inherent sense of urgency to have her students "do well" within the evaluation contexts of the governing body for teacher education. Within the Jamaican teachers' college contexts grading of student teachers' examinations scripts occur in three stages: (a) the lecturer of the course (b) a second lecturer who is familiar with the course within the institution and (c) an external examiner appointed by the Joint Board. In other words, there are many external checks and balances to ensure that Ms. Speid held true to the curricular mandates for the Corrective reading course.

In terms of her practice, Ms. Speid emphasized the importance of modelling and positive interaction. Her student teachers were not always pleased with her instructional practices. However, they tended to be content with the results of her instruction. Student teachers also characterized Ms. Speid as an encouraging teacher who allayed their fears of failure through constant encouragement. According to Annette

> She is encouraging and she takes time with you. She uses a lot of positive words and she is very angry if you have a problem and don't come to her, you know, she shouts and says "This one didn't come and that one didn't come" so I think she likes the idea of you coming to her to see how well you are progressing individually.

Student teachers were concerned with both the process and the product of Ms. Speid's instruction.

After the completion of the Corrective Reading course, Ms. Speid told me that her student teachers' grades were better than those of her students from the previous year. This observation begs the question: does this improvement in grades reflect an improvement in these student teachers' preparedness to be effective reading teachers in

Jamaican primary schools?

Summary

Ms. Speid's beliefs about reading focused on the literacy event as integral to all aspects of life. She presented the conviction that the experiences of the reader are important during the reading process. While she stated that reading and language were inseparable she created divisions in her practice for reading methodology between her children's literature and Corrective reading courses. Ms. Speid believed that the teaching of reading within the Jamaican primary schools should embrace approaches that set priorities geared to addressing children's individual differences. While she believed that stories played an essential part in the teaching of reading, the use of stories was not evident in her Corrective Reading instruction. Tensions were evident between Ms. Speid's perception of her student teachers' instructional needs, her instructional practices and her student teachers' instructional expectations. Stakeholders and personal experiences played an important role as sources for her expressed beliefs. The relationship which was evident among these stakeholders was also a source of the belief-practice tension.

CHAPTER 6

FINDINGS AND IMPLICATIONS

This research was conducted to explore the beliefs of two Jamaican reading educators concerning reading, their role as reading teacher educators, and of how they prepare teachers of reading. Chapter Six presents a review of study findings, implications for reading educators, implications for reading teachers and suggestions for future research.

Review of the Study's Findings

In Chapter Two, beliefs were broadly defined as propositions capable of being preceded by the phrase "I believe that" (Rokeach, 1968). In addition, beliefs were characterized as having different features which included existential presumptions, affective and evaluative, alternativity and episodic storage (Nespor, 1987; Rokeach 1968). Educational researchers have positioned beliefs in epistemological terms which encapsulate perspectives on knowledge and learning (Schommer, 1994, 1990; Jheng, Johnson & Anderson 1993). Researchers have also employed the transmission and the interpretation views to describe classroom approaches manifested in educational beliefs. In the present study, the data suggested that both lecturers manifested aspects of these beliefs and belief systems. However, manifestation of the different features of beliefs varied between these lecturers. The findings of this study are summarized in the following sections about reading beliefs and practices and are presented as responses to the research questions posed in Chapter One.

What Are the Expressed Beliefs of Jamaican Teacher Educators of Reading Concerning Reading?

The two lecturers expressed a range of beliefs concerning reading. They provided commentary on reading that possessed affective and evaluative features. The belief that reading is essential was dominant in their expressions. They viewed reading as requisite for full enjoyment of life's amenities. Both lecturers believed that reading was an enabling agent for social mobility and economic buoyancy. Implicit in this belief is the Freriean principle of reading as a means of empowering the downtrodden and broadening the world view of the poor (Bee, 1990). However, it appears that the two lecturers did not consider social and economic achievement as political issues. Freire (1993) viewed political empowerment of the oppressed as a main reason for learning to read. However, it must be noted that Freire was referring to purposes for teaching adults to read and for less literates acquiring literacy. On the other hand, these lecturers' views for reading as a vehicle to children's economic mobility is therefore novel as these reasons are generally related to reasons for promoting adult literacy (e.g., Fingeret, 1983).

While the lecturers viewed reading as a route to acquire social amenities, their description of the activities that promoted reading ability took different courses. Ms. Stephens stressed the reading of expository texts and presented herself as one who read only when she needed information. Ms. Speid's view of reading focussed on stories. She described the aesthetic pleasures which she derived from reading narratives and believed that voracious reading engendered good readers. Ms. Stephens' adopted an

efferent stance to the text which was not mirrored to any great extent by Ms. Speid. In addition, Ms. Speid's aesthetic stance was not mirrored by Ms. Stephens.

Ms. Stephens emphasized reading as a process of integration which included the experiences of the reader, a view more consistent with the interactionist theory (e.g., Clay, 1979). However, Ms. Speid seemed to view reading as a process of negotiation between the reader and the text. The latter view represents a perspective more consistent with the transactionalist theory (e.g., Rosenblatt, 1978).

What Are the Expressed Beliefs of Jamaican Teacher Educators of Reading Concerning the Teaching of Reading Within the Jamaican Context?

The lecturers' beliefs about the teaching of reading demonstrated greater variations between them than their beliefs about reading. Differences entailed methodological issues and their philosophies concerning the Jamaican milieu. Ms. Stephens believed that teaching reading involved flexibility and that teachers should have at their disposal varied strategies to cater to individual differences. She also believed that the current methodological approaches in most Jamaican primary classrooms were inadequate and resulted in the erosion of achievement standards in reading. While Ms. Stephens advocated the integration of skills there seemed to be an assumption by her student teachers that these skills could be taught in isolation.

Like Ms. Stephens, Ms. Speid believed in the necessity to cater to children's individual differences and she also verbalised the necessity of integrating skills in the teaching of reading. A notable difference was Ms. Speid's emphasis on stories as a springboard for teaching reading. She found boundless excitement in eliciting students'

experiences through stories. While Ms. Stephens described the less affluent settings that mitigate against reading acquisition within the Jamaican context, Ms. Speid presented two social dimensions of Jamaica in her views on teaching reading. She believed that the children of the affluent provided a challenge for Jamaican teachers since their exposure to life's amenities often exceeded that of their instructors.

It was the consensus of both lecturers that the current practices of assessment and evaluation with respect to reading in Jamaican primary schools were inappropriate. Ms. Stephens believed that assessment should be an ongoing process employing varied alternatives to the traditional paper and pencil tests. Ms. Speid believed that testing should be modified to consider gender differences, or if possible, no standardized testing should occur in the Jamaican primary schools. The lecturers acknowledged the prevailing factors of overcrowding and inadequate facilities in the Jamaican primary schools. However, they believed that teachers could enhance their teaching of reading if they employed new strategies and discarded the more traditional practices of reading instruction.

What Are the Expressed Beliefs of Jamaican Teacher Educators of Reading Concerning Their Role As Teacher Educators?

There were some differences in the lecturers' beliefs about their role as teacher educators. Ms. Speid believed that she should provide encouragement to her student teachers in order to facilitate their growth in confidence as teaching professionals. She also felt that she had a responsibility to develop not only teachers of reading but teachers who loved reading. Ms. Stephens, on the other hand, felt that she had a prime

responsibility to share her expertise in reading with the Jamaican college population. She also felt that writing a book related to the Jamaican literacy context would help her to fulfill that responsibility.

Both lecturers stated that their educative role was shifting toward that of a facilitator. However, the notion of giving students appropriate methodology often surfaced in their speech. There seemed to be an inherent conflict between the lecturers' perception of their role as facilitators and their propensity to "give" their student teachers strategies for teaching reading. In other words, lecturers believed their view of student teachers should more appropriately fit the metaphor of growing plants to be nurtured. However, both instructors often reverted to the traditional perception that their student teachers were lumps of clay to be moulded (Zachariah, 1980).

Another perceived role of teacher educators was their obligation to fulfill the mandates of the educational authorities. While both lecturers viewed fulfilling the mandates of the JBTE as their responsibility their interpretation of how they should fulfill these mandates differed. Ms. Stephens credited the course outline for being consistent with the needs and realities of the Jamaican primary schools. She also viewed the outline as a guide for keeping true to the JBTE assessment standards for student teachers. Ms. Speid was less faithful to the guide in her instructional approaches but adhered to the assessment mandates.

The college instructors believed that their role as teacher educators rested mainly with teacher preparation. Therefore, responses to the next question expand on this perceived role.

What Are the Expressed Beliefs of Jamaican Teacher Educators of Reading Concerning How They Prepare Teachers of Reading?

The two teacher educators believed that they should model appropriate instructional behaviours and create meaningful avenues for practice. However, they also acknowledged their student teachers' ability to contribute to their knowledge about reading and the Jamaican context.

Ms. Speid's approach to the evaluation of her student teachers resided in her belief that her students should strive to earn high grades. Her approach to teaching was dramatically altered within the year during the duration of this study because she was not satisfied with her previous students' examination grades. She insisted her students follow the exact format in assignments as prescribed by the educational authorities. This outside influence on her practice provided an interesting contrast with her alteration in her instructional practices of the approaches suggested in the course outline.

Ms. Stephens viewed the preparation of reading teachers as being constantly redefined by her experiences. She charted changes that occurred in her approaches since her initial year as a teacher educator. She described a gradual shifting from the lecture method to more learner-centred approaches with the acknowledgement that her students had important ideas to contribute. She also believed that creating more avenues for her students' teaching practice would improve their preparedness to teach reading in Jamaican primary schools. Unlike Ms. Speid, Ms. Stephens did not view high grades as a chief indicator of student accomplishment in reading methodology.

She felt that witnessing her students implementing the appropriate reading methodologies in their tutorials was far more rewarding than having student teachers who earned high grades. Ms. Speid's students were not worried about their grades but they expressed concern about the preparation they were receiving to teach reading. In comparison, Ms. Stephens' students were content with the methodological exposure they received from that instructor. However, achievement was the major source of their trepidation.

The awareness of stakeholders also influenced the ways in which both lecturers viewed the preparation of teachers of reading although the effects of stakeholder influence on each lecturer were different. Ms. Speid acknowledged the desire of her students to earn high grades and adjusted her teaching strategies to accommodate this request. Ms. Stephens viewed her students' grade achievement desire as an affront to her methodological beliefs, she therefore held fast to her grading practices. Nance (1990) argues that college students "often are ill prepared for the responsibilities and expectations relevant to college courses" (p. 134). He advises that to deal with the problem of ill prepared students college instructors "should have well-defined standards and practices that are clearly stated and rigorously adhered to" (p. 134). Nance's view of the interaction between college instructors and student teacher contrasts with the need for flexibility that the two lecturers identified as a necessary quality of reading teachers. However, their insistence on adhering to the Joint Board of Teacher Education guidelines for course work reflected rigorous adherence to stated standards.

How are These Beliefs Reflected in Their Practices?

A comparison of the lecturers' expressed beliefs and their practices provided for contrasts and similarities. Levels of congruence between their stated beliefs and practices were stronger in

1. Providing avenues for practice - these avenues were evident through micro teaching and tutoring of children with reading difficulties, and
2. Classroom sharing between lecturers and student teachers - both lecturers allowed their students to share their experiences whenever whole group teaching contexts occurred. However, whole group contexts were rare in Ms. Speid's Corrective Reading course.

The emphasis both lecturers placed on integration in their stated beliefs about teaching reading was not always reflected in their practices. This tension was evident in lecturers' instruction and the student teachers' perception of the way they believed their lecturer wanted them to teach reading. Ms. Speid's practice contrasted with her discourse on integration between subjects. Sharing stories only with her children's literature group while not involving her Corrective Reading students in this kind of sharing provides an example of this contrast.

Research in language arts has shown that beliefs are not always identically reflected in practice (e.g., Hoag & Wood, 1990). This tension between beliefs and practices may be attributed to the assertion that reading and writing operate on two planes in the developing world: the real and the ideal. The lecturers verbalized aspects of the ideal which dictate approaches to reading that are individualized, culture specific and

developmentally appropriate (Vygotsky, 1978; Cazden, 1992; Shuy, 1984). However, the instructors seemed to have difficulty translating those views into practice within the context of a country that does not have the resources to implement the suggestions of researchers of the North. As Newton (1995) suggests, these implementations are not always attributable to a lack of interest or competence but to a lack of resources.

The consistency between beliefs and practices of teachers has traditionally been placed in the top-down and bottom up approaches to teaching (e.g., Deford, 1995). However, a search of the literature found little research which attempted to understand college reading instructors' beliefs (Wyatt & Pickle 1993) and none that seeks to identify consistencies between these stated beliefs and practices. One may suggest that if one attempts to place lecturers' beliefs and practices on a continuum with the transmission model at one extreme and the interpretation model at the other, the expressed beliefs of these respondents would fall closer to the interpretation model while observed practices would be closer to the transmission model. In other words, there were tensions between lecturers' stated beliefs and their practices. Fang (1996) states that:

> The inconsistency between teachers' beliefs and their practices is not unexpected. Earlier researchers have noted that the complexities of classroom life can constrain teachers' abilities to attend to their beliefs and provide instruction which aligns with their theoretical beliefs. (p. 53)

The present study reveals that teacher educators also experience this inconsistency.

According to Clandinin and Connelly (1995), the tensions between the beliefs and

practices of the lecturers can be explained by the changes in the lecturers' personal and professional landscapes. This landscape is an embodiment of the lecturers' past and present experiences which are the sources the lecturers summon in their practices. "The multiplicity of moral sources can lead to fragmentation both in our account of it [the teachers' lives] and in the lives of teachers undergoing the experience" (p. 27). The different experiences that accumulate on the lecturers' landscapes could create the belief-practice tension. If one agrees with Clandinin and Connelly (1995), there is also the possibility that "fragmentation" is inherent in my account of the lecturers' beliefs and practices.

Implications for Reading Educators

1. The results of this study demonstrate that the lecturers in this study had strong beliefs about reading. Making time for reflection on reading beliefs might be helpful for reading educators. This reflection may serve as a period of reconciliation where lecturers ponder on the nature of their reading beliefs and the effects these beliefs have on their practices.

2. The notable absence of direct theoretical reference by lecturers was an interesting finding of this study. Reading educators in general and those in developing countries may wish to acknowledge and examine their beliefs about reading in order to determine how these beliefs fit into the larger contexts of research and instruction in which they operate.

3. The belief-practice dichotomy that was evident in much of lecturers' discourse and instruction should sensitize reading educators to the reality that our beliefs are not

always reflected in our practices. This research does not suggest that congruence is always necessary between stated beliefs and practices. Reading educators should constantly redefine their instructional practices through reflection upon their beliefs and upon how these beliefs affect their practices within their particular instructional contexts.

4. Reading educators believed modelling desirable practices was important in their preparation of teachers. However, this modelling occurred infrequently and often did not match the realities of the Jamaican classroom. Lecturer modelling of desired teaching practices for real instructional contexts may encourage implementation of these practices by student teachers and thereby sensitize lecturers to the suitability of their proposed strategies.

5. Reading educators are better served by acknowledging the differences and similarities between different stakeholders' beliefs and aspirations in regard to the reading methods course they offer. Heightening awareness of these differences creates a communication network that may result in higher dividends for each stakeholder within the educational enterprise. This awareness will also minimize "passing the buck" concerning poor reading performance among our Jamaican children. For example, student teachers who were uncomfortable with aspects of their lecturers' practices may have been better served if the lecturers provided avenues for them to give constant feedback on the conduct and content of the courses.

6. Despite the checks and balances presented by educational authorities, many instructional decisions evidently remained with the lecturers. This acknowledgement

was evidenced by the differences in the approaches of both lecturers. Reading educators must therefore acknowledge the influence of their beliefs on the interpretation of mandates. This should foster greater accountability to self and to other stakeholders, and increase the possibility of making prudent instructional decisions.

7. Intra-college collaboration was evident in one lecturers' approach to course instruction however, there seemed to be limited inter-college sharing. Lecturers should seek additional avenues to share their instructional experiences and discuss possible solutions to problems in preparing reading teachers.

Implications for Reading Teachers

1. This study revealed that primary school reading teachers, though enjoying minimal direct input, were important stakeholders in the reading methods courses offered in the teachers' college. The teaching practices of reading teachers received little praise from the reading educators in this study. Therefore, reading teachers should have more contact with the reading educators responsible for preparing their future colleagues. This contact may also serve to keep them abreast with new trends and "acceptable practices" in the teaching of reading. As the persons closest to the primary classroom contexts, classroom reading teachers may also serve as valuable resource persons in discussions that seek to identify and devise appropriate strategies to teach reading in Jamaican primary schools.

2. Assessment and evaluation of children were among the chief concerns of the reading teacher educators. This would indicate that classroom teachers need to examine their testing practices and provide more learner friendly approaches to assessment and

evaluation.

3. Reading educators promote reading and research as major ingredients for the effective teaching of reading. This perspective suggests that teachers need to explore a range of available resources. Considering the paucity of current research materials within the Jamaican context, teachers might create professional resources for their colleagues through the sharing of experiences and ideas.

4. Lecturers described classroom conditions that exacerbated ineffective practices by reading teachers. However, teachers were still expected to employ effective strategies for the teaching of reading. Teachers should emphasize better learning conditions in their negotiations with educational authorities. Amelioration of learning conditions may lead to improved performance.

5. Criticism of teachers' practices were evident in this study. Jamaican reading teachers also need to celebrate their success and use these successes as springboards for improvement in their practices. For example, in a recent UNESCO index monitoring education for all by the year 2000, Jamaica ranked number one among 87 Third World countries included in the survey. Although this ranking does not indicate that Jamaican primary schools graduated a higher percentage of literate children, it does indicate that the Jamaican primary school system utilized the meagre resources at its disposal more effectively than any of the other countries surveyed (Miller, 1997). The Jamaican teacher needs to keep abreast with such research findings to counter the criticisms of teacher educators whose practices seldom receive similar public scrutiny.

Suggestions for Future Research

1. The present study provides insight on one group of stakeholders' reading beliefs and practices. Inquiry into reading beliefs and practices of different stakeholders might yield wider responses which provide a broader picture of reading beliefs and practices. The results of the study suggested that levels of congruence between beliefs and practices varied and were affected by many stakeholders. As a result an obvious question would be how do teacher educators' reading beliefs compare to those of other stakeholders within the Jamaican educational context? A comparative study of other stakeholders' beliefs concerning reading, the teaching of reading within the Jamaican primary schools and, the preparation of reading teachers might provide a greater understanding of the theoretical and methodological emphases for the teaching of reading within the Jamaican primary school milieu. This broader picture should serve to further inform policies and methodological preferences in the teaching of reading.

2. There was a notable absence of experiences of higher education in both lecturers' episodes. Both lecturers mentioned that they had pursued graduate studies. One lecturer even attributed her opposition to testing to her graduate experience. However, both mentioned tangentially their learning experiences at their universities. Neither respondent focused on what they learned in during their university studies about reading and the teaching of reading. In other words, the university experiences did not overtly receive credit for their current reading beliefs or practices. The lack of reference to advanced education within this study challenges the popular perception that educational background and life experiences are pivotal in changing beliefs (Alexander & Dochy,

1994). A study of college lecturers' specific recollections of their graduate experiences and how these experiences influence their beliefs and practices would appear warranted.

3. The study provided for in-depth observations and interviewing of two teacher educators and selected student teachers. As stated in an earlier chapter, transferability to different contexts is possible by identifying common characteristics between these contexts. However, such sampling procedures do not allow generalizabilty of the findings. By devising stakeholder questionnaires using the data of the present study, a survey research study could be conducted to investigate the levels of congruence among the different stakeholders based on the themes identified in the present study.

4. The present study revealed that the lecturers were eager to receive suggestions and resources to assist them in their preparation of reading teachers. Many studies have been conducted concerning teacher change in beliefs of student teachers and classroom teachers after intervention through mentoring, collaborative research and instruction (e.g., Deford, 1979; Hayden, 1993/94; Bruinsma, 1985, Sakari, 1986). However, a search of the literature did not reveal reports of similar studies with reading teacher educators. An active participant approach or a collaborative research between teacher educators and reading researchers may yield interesting results.

Possible Adjustments Within the Jamaican Milieu

The Jamaican context presents unique deterrents to the translation of beliefs into practice and mitigates positive tensions between stated beliefs and practices. For example, the economic constraints affect access to current material on reading. Unlike their counterparts in the developed countries, access to the world wide web and

computers are rare for lecturers and even more limited for student teachers. Therefore, support for lecturers' expressed belief of the necessity of keeping abreast with current developments in reading is minimal. It is therefore imperative that there are networks between Jamaican colleges and their counterparts from developed countries which foster professional exchanges. These exchanges may occur in terms of research collaboration and attempts to find solutions to the paucity of material (e.g, applying for grants from various multinational agencies).

Adjustments within the teacher education administrative levels are necessary to improve the state of teacher education in Jamaica. A look at the course outline for the reading courses (Appendix B) presents a vivid example of the teacher proofing (Connelly & Clandinin, 1988) that occurs within the Jamaican teacher education context. While counterparts in the North are faced with similar mechanisms to regulate their instruction, the teacher educator has greater autonomy over course content. In Ducharme's study of teacher educators he stated that

> Many seemed to luxuriate in the liberty that faculty life gave them--the chance to do writing and research, the time to read, the frequency of exchanges with colleagues, the opportunity to go to conferences and meet peers from other institutions. (1993, pp. 49 - 50)

Within the Jamaican teacher education milieu, teacher educators could only verbalize their beliefs about the necessity of this kind of professional involvement. Their meetings were generally held to ratify examination questions and grades. If Jamaican teacher educators are to translate their beliefs about research and collaboration into practice, the Joint Board of Teacher Education needs to rethink its

purpose as a regulatory body and move toward a more facilitating role to the professional development of teacher education faculty. In other words, the governing body needs to assume a more liberatory role by removing some of the constraints placed on teacher educators.

A Theoretical Framework for Teaching Reading in the Jamaican Context

As noted previously in chapter 2, the literature reflects a view of reading that involved investigations primarily conducted in developed countries such as Canada, the United States, Britain and Australia. The teaching of reading within the Jamaican context may be conceptualized through the notion of a transactional network. According to the transactionalists (e.g., Rosenblatt, 1978, Smith, 1985), reading involves negotiation between the reader and the text. However, a transactional teaching model for reading, in my study, appears to suggest a negotiation process occurs among the lecturer, the student teacher, the school classroom context and other stakeholders. For example, lecturers planning lessons that engage children's literature in reading activities, need to consider the sociocultural background of student teachers, stakeholders within the school context and at the administrative levels before selecting books to be used in instruction.

The viability of the reader's transactions is largely determined by the interactions among the different stakeholders. The successful teaching of reading in Jamaica, therefore, impinges on the acts of negotiation that occur and the levels of involvement of each stakeholder within that process of negotiation.

A transactional reading network is manifested when children have an active role in

the kinds of reading experiences they participate in. Teacher educators are in a unique position to invigorate this network since they are responsible for preparing the next generation of reading teachers. By engaging in research, reflecting upon their individual reading beliefs and practices and the influence of these beliefs and practices for teaching reading in Jamaica, the teacher educator may serve as a catalyst to foster greater cooperation among all stakeholders.

In Jamaica, like many other countries, there are no easy solutions to the conundrums concerning the teaching of reading. However, if the teaching of reading engages a community of stakeholders in meaningful and creative ways we may move a step closer to finding solutions to many of the problems associated with the teaching of reading within the Jamaican context.

Conclusion

Why was it that the teacher educators who had greater opportunities for putting their beliefs into practice than Jamaican classroom teachers often failed to do so? As noted in previous chapters, researchers have suggested that the instructional milieux plays a very important part in teachers' failure to translate their beliefs. The results of this study support the view that the milieux plays an important part in the belief-practice tension. Although there were instances when the milieux supported the kind of strategies the lecturers described in their beliefs these practices were not evident in their teaching. The study also reveals that there was a continuous interplay between elements of different reading, language and learning theories (e.g., Halliday, 1977; Vygotsky, 1978; Rosenblatt, 1978, LaBerge & Samuels, 1974; Gough, 1984). This interplay

impinged on the maladaptation of lecturers' practices to their stated beliefs. Lecturers' failure to identify a theoretical base or even credit a single theorist as a source of their instructional practices led to an unconscious eclecticism which created opposition among their beliefs and practices.

The present study reveals that, on a personal level, there is a cyclical relationship between beliefs and theories. In other words, one engenders the other. The interplay between beliefs, theories, and instructional milieux produces practice. While there are theories on a global scale that influence policies and practices, the translations of these theories occur within the mental constructs of individuals as they adapt these theories as their own. If time is not taken to critically reflect upon theories and to consolidate these theories with one's existing network of beliefs and practices (Shapiro & Kilbey, 1990), the result, as indicated in the present study, is selection of instructional strategies unexplained by a coherent conceptual framework on which to build instruction.

Perhaps the greatest distinguishing feature of this study was that it was conducted with reading teacher educators within a developing nation. Issues of inadequate resources and language competence were marginally referred to by the respondents. However, issues of communication, though not overtly identified by the respondents, were dominant in the stated reading beliefs and instructional practices of both teacher educators. Intrapersonal communication (Pearson, 1988) may have supported the consolidation of beliefs, theories and contexts to create greater congruence between reading beliefs and practices of the lecturers. Enhanced interpersonal communication may have evinced the adaptation of beliefs and practices which would consolidate the

interests of the stakeholders within the contexts of preparing reading teachers. It may therefore be suggested that levels of communication contribute to issues of congruence between reading lecturers' beliefs and practice.

This study has revealed that two teacher educators teaching related courses held various beliefs about reading, preparing teachers of reading and the teaching of reading within the Jamaican primary school. Sometimes, their beliefs and practices were similar. At other times their beliefs and practices were dissimilar. Generally, however, neither instructor demonstrated strong links between their stated beliefs and instructional practices. The questions explored in this study revealed that there existed a network of stakeholders whose reading beliefs and practices were sometimes in conflict with those of the teacher educators. Ultimately, catering to the reading needs of children was the concern of the instructors and student respondents who provided data for the present study. In an address to prospective teachers, former Jamaican Prime Minister Michael Manley stated:

> What does the teacher face? The great danger I repeat is that you will be tempted to retreat into subjects. You will say my business is to master a subject and teach it and that is the end of the matter. If this happens you will have retreated into the building blocks and lost the sense of the design. (1993, p. 4)

This statement holds relevance for teacher educators, and other stakeholders of teacher education, and the teaching of reading within various educational contexts. Collaboration and acknowledgement of other interests within "the design" may be a step toward strengthening the network of stakeholders. Such a network should aid in the innovation and refinement of practices for the effective teaching of reading within

all contexts--college and school classrooms. Such collaboration may also allow greater consistency to develop between beliefs and practices in the educational domain in general and in the teaching of reading in particular.

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APPENDICES

Appendix A

Letters of Invitation to Participants

Letter of Invitation to Lecturers

Department of Elementary Education
Faculty of Education
551 Education Building South
University of Alberta
Edmonton
Canada T6G 2G5

June 1, 1997.

Dear Lecturer:

I am a graduate student in the Department of Elementary Education at the University of Alberta on study leave from my position as lecturer in the Department of Language Arts at Passley Gardens Teachers' College (now C.A.S.E.). I will be conducting my doctoral dissertation research on Jamaican teacher educators' beliefs and practices concerning the preparation of teachers of reading for elementary schools. I am writing to ask whether I could elicit your participation in the form of interviews and observations which I will be conducting with two teacher educators in Jamaica during the Christmas term of this year.

I will interview you asking questions such as: "How did you arrive at your current perspectives on the teaching of reading?" and "How do you prepare teachers of reading for the elementary schools?" The interview would be tape recorded so that I could play it back to transcribe our conversations. I would share the written transcription with you prior to subsequent interviews to clarify aspects of the initial interview and provide an opportunity to receive any additional input from you.

The observations are to explore the interactions between you and your students, and among those students in your classes and to gain insight into how you prepare teachers to teach reading. I would like to observe an introductory reading class and an advanced class. These observations will last for approximately thirty minutes per class per week.

In addition, to the interviews and observations, I will also ask you to select two students randomly from your list of students in each class under observation. These students will be asked to participate in two interviews related to their impressions of their preparation to be reading teachers. I will also seek other class members' written consent to be observed during the classroom observation sessions.

I would like to assure you of my compliance to the provision for confidentiality and anonymity as stipulated by the University of Alberta's Code of Ethics. I will erase the tapes after completion of my study and no one but myself and my thesis supervisor will have access to them. My written research paper will also be presented using pseudonyms for you and your students.

Each interview should last approximately forty-five minutes and will be scheduled

for a time that is mutually agreeable. If you are willing to participate in interviews and observations, please complete the attached form and return it to me using the enclosed self-addressed envelope. Should you wish to change your mind about participating at any time, you are free to do so. I will be in Jamaica in early June to visit with you and answer questions related to the research.

I sincerely appreciate your consideration of this request. If you have any questions about the research in which I will be engaged, please contact me after June 5 at 993-3126.

Thank you,

.....

Clement T. M. Lambert.

Letter of Invitation to Student Interviewees/Observees

Department of Elementary Education
551 Education Building South
University of Alberta
Edmonton
Canada T6G 2G5
September 1, 1997.

Dear Student Teacher:

I am a graduate student in the Department of Elementary Education at the University of Alberta on study leave from my position as lecturer in the Department of Language Arts at Passley Gardens Teachers' College (now C.A.S.E.). I will be conducting my doctoral dissertation research on Jamaican teacher educators' beliefs and practices concerning the preparation of teachers of reading for elementary schools. I am writing to ask whether I could elicit your participation in the form of interviews and observations which I will be conducting with two teacher educators in Jamaica during the Christmas term of this year.

I will interview you asking questions such as: "What are your expectations of your reading methods course?" and "How are these expectations being met?" The interview would be tape recorded so that I could play it back to transcribe our conversation. I would share the written transcription with you prior to subsequent interviews to clarify aspects of the initial interview and provide an opportunity to receive any additional input from you.

The observations are to explore the interactions in your classes and to gain insight into how your instructor prepares teachers to teach reading. These observations will last for thirty minutes per week.

I would like to assure you of my compliance to the provision for confidentiality and anonymity as stipulated by the University of Alberta's Code of Ethics. I will erase the tapes after completion of my study and no one but myself and my thesis supervisor will have access to them. My written research paper will also be presented using pseudonyms for you and your instructor.

The interviews will be approximately thirty minutes in length and will be scheduled for a time that is mutually agreeable. If you are willing to participate in interviews and observations, please complete the attached form and return it to me using the enclosed self-addressed envelope. Should you wish to change your mind about participating at any time, you are free to do so.

I sincerely appreciate your consideration of this request. If you have any questions about the research in which I will be engaged, please contact me after June 5 at 993-3126.

Thank you,

.....

Clement T. M. Lambert.

Letter of invitation to student observees

Department of Elementary Education
Faculty of Education
551 Education Building South
University of Alberta
Edmonton
Canada T6G 2G5

Date - TBA

Dear Student Teacher:

I am a graduate student in the Department of Elementary Education at the University of Alberta on study leave from my position as lecturer in the Department of Language Arts at Passley Gardens Teachers' College (now C.A.S.E.). I will be conducting my doctoral dissertation research on Jamaican teacher educators' beliefs and practices concerning the preparation of teachers of reading for elementary schools. I am writing to ask whether I could elicit your participation in the form of interviews and observations which I will be conducting with two teacher educators in Jamaica during the Christmas term of this year

The observations are to explore the interactions in your classes and to gain insight into how your instructor prepares teachers to teach reading. These observations will last for thirty minutes per week.

My written research paper will also be presented without using your real name.

If you are willing to participate in the observations, please complete the form attached and return it to me using the enclosed self-addressed envelope. Should you wish to change your mind about participating at any time, you are free to do so.

I will be happy to answer questions related to my research.

I sincerely appreciate your consideration of this request. If you have any questions about the research in which I will be engaged, please contact me after June 5 at 993-3126.

Thank you,

.....

Clement T. M. Lambert.

Appendix B

Course Outlines

FEBRUARY 1990

SUBJECT: Language Arts

TITLE: Corrective Reading

PROGRAMME: Primary/English Specialists (Secondary)

YEAR: Two (sem. 4) Secondary
Three (sem. 5) Primary

PRE-REQUISITE: Fundamentals of Teaching Reading

NO. OF HOURS: 45

RATIONALE:

It is an unfortunate fact that large numbers of our children approach the middle school with unnecessary reading difficulties.

This course is designed for Primary teachers and Secondary English specialists, in order to sensitize them to the reading difficulties experienced by learners in the classroom. It will also equip them with the skills for diagnosing these difficulties and guide them to explore specific approaches necessary to help learners overcome these reading difficulties.

AIMS/GENERAL OBJECTIVES

To enable student-teachers to:-

(a) identify learners with reading difficulties
(b) develop strategies for dealing with these difficulties.

UNIT 1

TITLE: Theoretical Background Preparatory to Diagnostic/ Corrective Procedures.

NO. OF HOURS: 8

INSTRUCTIONAL OBJECTIVES:

Student teachers will be able to -

1. differentiate between Corrective and Remedial Reading.
2. identify and explain the possible causes of reading failure.
3. describe how the classroom teacher diagnoses problems.
4. examine and discuss the tests that are available.
5. observe and discuss the existing conditions in the remedial classroom and compare these with the conditions in the regular classroom.

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CONTENT	ACTIVITIES
A. Defining Remedial Reading Remedial vs Corrective	Examine text books and explain the similarities and differences between Remedial and Corrective Reading.
B. Causes of Reading Failure 1. Physical 2. Psychological and emotional 3. Social 4. Intellectual 5. Environmental	Research textbooks/reading materials on the causes of reading failure. Report on findings.
C. Diagnosis: How does the classroom teacher diagnose problems?	Diagnose reading problems based on descriptions of hypothetical cases (Group work) Discuss validity of of conclusions.
D. Types of Tests available their description, purposes and uses.	Provide samples of tests which students will examine with a view to answering the following questions based on the following (a) purpose (b) for whom designed (c) skills to be tested (d) procedure (e) method of analysis and interpretation.
E. Conditions operating in the Remedial situation: 1. Self esteem in the remedial situation. 2. Success vs failure syndrome. 3. Motivation 4. Characteristics of the remedial teacher. 5. Centres of interest 6. Time element.	Observe classroom conditions/ situations, using checklists, focusing on (Content E 1 - 6)

FEBRUARY 1990

UNIT 2

TITLE: DIAGNOSING READING DIFFICULTIES

NO. OF HOURS. 15

INSTRUCTIONAL OBJECTIVES:

Each student-teacher will

1. observe a particular learner in a classroom setting.

2. administer a battery of tests to acquire relevant information in specified areas about the learner.

CONTENT	ACTIVITIES
TESTING for strengths and weaknesses	Construct and use an observation schedule to study the learner in the classroom, playground etc., and the influences surrounding learners as a member of the class, as well as an individual. e.g. (a) Teacher-learner relationship. (b) peer group relationship (c) environmental influences (d) learners reaction to instructional materials.
A. Observation	
B. A battery of tests e.g. sight, words, oral and silent reading, phonics, auditory and visual discrimination, listening, reading comprehension. Dolch, Irwin, Box, Revised Nelson's Test, Informal Reading Inventory, Wepman-Auditory discrimination, Schonell, Reading Readiness.	Using prescribed tests to diagnose reading difficulties (a) strengths and weaknesses (b) level of performance (c) variation in performance in different items of the test. (d) analysis and interpretation of test. (e) list skills to be taught.

FEBRUARY 1990

UNIT 3

TITLE: REMEDIAL READING METHODOLOGY

NO. OF HOURS: 22

INSTRUCTIONAL OBJECTIVES:

1. To familiarize student-teacher with the procedures as well as the approaches suggested in the content of the programme.

2. To guide the student-teachers in the writing of a programme for improving the strengths and remediating the weaknesses of the learner based on results of testing and diagnosis.

3. To equip student-teachers with the necessary skills needed for writing a report on findings in relation to the testing, teaching and evaluating work done with a child with reading difficulties.

CONTENT	ACTIVITIES
A. Approaches	
1. Visual approach 2. Auditory approach 3. Visual-auditory-Kinesthetic-tactile. 4. Phonics-synthetic and analytic skills. 5. Fernald approach - visual auditory-Kinesthetic - tactile 6. Neurological - impress method 7. Programmed learning (e.g. S.R.A. labs) 8. Language experience approach	Use prescribed text books to research the different approaches used in correcting reading difficulties. Oral report on approaches Demonstrate understanding of procedures through simulation activities. Develop materials for use with specific approaches.
B. Writing Specific Programmes	
1. Programme for remediation based on results of testing and diagnosis. 2. Teaching using appropriate remedial measures. 3. Evaluation 4. Recommendation 5. Record Keeping	Write/record a description of a specific programme Design a programme of corrective measures. Micro teaching using appropriate corrective measures, followed by evaluation, recommendation and record keeping.

FEBRUARY 1990

CONTENT	ACTIVITIES
C. Project:	
1. Test materials - inventories	Compile collection of test materials used with the learner as in (Unit 2 - b)
2. Auditory and visual discrimination experiences relevant to age group.	
3. Sight word, phonics test	Teach child for at least 10 sessions, using student teacher's programme of corrective measures.
4. Comprehension and vocabulary tests.	
5. Listening comprehension.	

SCHEME OF ASSESSMENT

1. Course Work - (Project)
   - work done with the learner [at least 10 sessions]

2. Production of materials.

3. Testing, teaching and demonstrating an understanding and use of remedial techniques.

4. Written examination.

COURSE WORK	FINAL EXAMINATION
Weighting: 60%	Weighting: 40%
No. of assignment/test: 1 Types of assignment/test (i) Project work	Exam. paper/title:- Corrective Reading No. of hours: 1 1/2 No. and types of items: 2 essay type questions Rubric: Answer 2/5 questions (20 marks each)

FEBRUARY 1990

LEARNING RESOURCES (to be revised)

1. Audio-Visual aids - tapes etc.

2. Text books, supplementary readers, work cards, commercial tests etc.

Bond, Guy L. and Tinker, Miles A.: Reading Difficulties their Diagnosis and Correction, Appleton Century Crofts Inc. New York, 1957.

Right on Ministry of Education, Kingston, Jamaica

Zintz, Miles: Corrective Reading.

OCTOBER 1990

SUBJECT: Language Arts

TITLE: Primary Reading Elective

PROGRAMME: Primary

YEARS: Two and Three (Semesters 4 and 5)

PRE-REQUISITE: Fundamentals of Teaching Reading

DURATION: 180 Hours

RATIONALE

The urgent need exists to broaden and deepen the professional knowledge and skills of Primary Teachers of reading as well as to foster their confidence and to improve their attitudes towards the subject.

This course is designed to supply these needs and to stimulate professional growth and sensitivity.

AIMS/GENERAL OBJECTIVES

1. To equip the teacher with the necessary skills for evaluating the current reading programmes and making the necessary adjustments in relation to the pupils' needs.

2. To provide the principles on which decisions about what to teach, how to teach, how to structure the learning environment and how to determine pupils' strengths and weaknesses are based.

3. To assist in the selection of and devise the most appropriate instruments for a valid assessment of pupil's strengths and weaknesses.

4. To select, evaluate and combine instructional resources and match these to the needs of the pupils.

UNIT 1

TITLE: The role of the Classroom Teacher in the School's Reading Programme

INSTRUCTIONAL OBJECTIVES

1. To guide teachers in inferring the problems they encounter in the school's reading programme

2. To identify the role of the classroom teacher in such a

situation

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CONTENT	ACTIVITIES
The role of the classroom teaching in the school's reading programme a. overloading - class size b. replacement c. shortcutting d. cooperation e. continued study f. accountability g. be a reader	Buzz sessions Small group activity Temporary groups formed to discuss a specific topic

UNIT 2

TITLE: Teacher Effectiveness and Reading Performance

INSTRUCTIONAL OBJECTIVES

1. To appraise studies done on teacher effectiveness and the reading performance of pupils.

2. To collate and report on information gained from interviews on teacher effectiveness and the reading performance of pupils.

CONTENT	ACTIVITIES
a. The importance of the teacher	Research and reporting
b. process - product research	Interview principals teachers of schools
c. emphasis on the pupils/materials/ methods	Debate: eg. The schools teach the syllabus not the pupils

UNIT 3

TITLE: Principles of Reading Instruction

INSTRUCTIONAL OBJECTIVES

1. To sensitize students to the views of the reading process postulated by different schools of thought.

2. To illustrate that a teacher's view of the reading process determines the methods used to teach.

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CONTENT	ACTIVITIES
a. Reading as a language process b. Reading as getting meaning c. Pupils differences d. Ongoing diagnosis. e. Varying techniques f. Reading to foster independence g. Reading as a long term developmental process h. Reading to foster civic awareness and responsibility i. Concept of readiness at all levels. j. Early detection of reading problems k. Provision for exceptional children l. The teacher - the key to successful reading instruction	Discussion groups on topics listed Summary writing as follow-up to discussions. Compile in booklet form.

UNIT 5

TITLE: Reading and Language

INSTRUCTIONAL OBJECTIVES

1. To develop an awareness that language is an important component of the reading process

CONTENT	ACTIVITIES
a. A communication process b. Language and socialization c. Language and emotional development d. Language and mental growth e. The school's reading curriculum scope and sequence f. Reading and the creole speaker	Prepare for a symposium on any 2 or 3 of these topics

CONTENT	ACTIVITIES
g. Metalinguistic awareness h. Oral language facility i. Reading and thinking - convergent and divergent	

UNIT 5

TITLE: Reading Readiness Skills

INSTRUCTIONAL OBJECTIVES

1. To identify and outline the various readiness skills that are evident in the reading materials used by the school.

2. To compose test items based on these skills, administer the test, and write a report about the results.

CONTENT	ACTIVITIES
a. The school's programme b. Assessing readiness for reading c. Variability of learning rates	Devise, use and evaluate reading tests based on the school's programme

UNIT 6

TITLE: Word Identification Skills

INSTRUCTIONAL OBJECTIVES

1. To identify and outline the various word identification skills that are evident in the reading materials used by the school.

2. To compose test items based on these skills, administer the test and write a report about the results.

CONTENT	ACTIVITIES
a. The school's programme b. Sight vocabulary i. small, graphically similar words ii. abstract concepts iii. confused word meaning iv. meaning in context v. context and pronunciation	Devise, use and evaluate tests of a. sight vocabulary b. vocabulary lists c. phonics d. structural analysis

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CONTENT	ACTIVITIES
c. Word attack skills i. discovery technique ii. phonics - consonants - vowels iii. structural analysis - inflectional endings - words ending with e - compound words - prefixes and suffixes - abbreviations d. Assessing sight vocabulary and word attack skills e. Intensive vocabulary study i. words of recent origin ii. technologically based words iii. words derived from proper nouns iv. foreign words e.g. Latin v. foreign roots e.g. Greek and Latin vi. Jamaicanisms	Compile booklet/activity packet to represent each vocabulary type.

UNIT 7

TITLE: Comprehension Skills

INSTRUCTIONAL OBJECTIVES

1. To identify and outline the various comprehension skills that are evident in the reading materials used by the school.

2. To compose test items based on these skills, administer the test and write a report about the results.

CONTENT	ACTIVITIES
a. The school's programme b. Comprehension instruction i. schema theory ii. task analysis iii. inquest procedure iv. semantic webbing v. story grammar	Examine with a view to identifying skills and strategies suggested. Research and practise new strategies found in literature e.g. reading journals

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CONTENT	ACTIVITIES
vi. think - aloud vii. book - backs viii. mid - chapter summary	
c. Assessing comprehension skills i. literal skills ii. interpretive skills	Devise, use and evaluate comprehension tests based on the school's programme

UNIT 8

TITLE: Study Skills

INSTRUCTIONAL OBJECTIVES

1. To identify and outline the various study skills and study techniques that are evident in the reading materials used by the school.

2. To devise test items based on these skills, administer the test, and write an evaluation on the results.

CONTENT	ACTIVITIES
a. The school's programme	Examine materials used in the school to identify scope and sequence of study skills
b. Independent learning e.g. readability of materials	
c. Locating information e.g. library skills	
d. Interpreting and evaluating materials e.g. graphic materials maps, graphs	
e. Organizing and summarizing data	
f. Study guides	
g. Study techniques i. SQ3R ii. PQRST iii. SQRQCQ	Microteaching using techniques
h. Skimming and scanning	
i. Assessing study skills	Devise, use and evaluate study skills tests

OCTOBER 1990

UNIT 9

TITLE: Content Area Reading

INSTRUCTIONAL OBJECTIVES

1. To sensitize teachers to the fact that content materials present specific problems for the pupils in the upper primary grades.

2. To guide the teachers in selecting easily available content materials.

CONTENT	ACTIVITIES
a. Selecting textual materials b. Determining suitability of materials c. Helping pupils understand their textbooks d. Differentiating reading assignments e. Specific ideas for teaching Maths, English Science, P.E. and Art	Perform readability tests on textual materials which pupils use in the classroom Make a collection of brochures pamphlets on health, insurance housing, travel, store sales etc. Collect clippings from the newspaper as reading materi for the pupils

UNIT 10

TITLE: Diagnosis in the Reading Programme

INSTRUCTIONAL OBJECTIVES

1. To guide the teacher into making decisions about possible instructional adjustments that can be made in the classroom.

2. To illustrate to the teacher through practical experiences some ways in which the continuous assessment of pupils progress may be done.

CONTENT	ACTIVITIES
a. meeting individual needs b. standardized tests .	Compile in booklet a. tests devised in units v to viii b. record sheets on which results of tests are

written

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CONTENT	ACTIVITIES
c. informal diagnosis i. I.R.I. ii. Cloze test interpretation d. record keeping e. skills grouping f. scheduling reading instruction g. ongoing assessment	c. sheet on which groups for teaching specific skills are written d. time table stating when specific skills teaching will take place.

UNIT 11

TITLE: Designing and Implementing the programme

INSTRUCTIONAL OBJECTIVES

1. To guide teachers into designing implementing and evaluating the reading programme.

CONTENT	ACTIVITIES
a. The basic ingredients of planning b. draw up the plan c. devise a schedule d. steps in writing behavioural objectives e. carrying through the objectives f. basic principles of evaluation g. methods of evaluation h. using the information that has been collected	Write and implement a reading programme to meet the student's needs Evaluate the programme Write a report

UNIT 12

TITLE: Exceptional Children

INSTRUCTIONAL OBJECTIVES

1. To sensitize teachers to the knowledge that some pupils are different from many others and need to be treated in special ways.

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CONTENT	ACTIVITIES
a. Educable mentally handicapped (EMH) b. Learning disabled (LD) c. Emotionally handicapped (EH) d. Visually handicapped (VH) e. Commercially handicapped (CH) f. Hearing impaired (HI) g. Gifted, reluctant, disadvantage	Research the literature to find information about the types of learners listed. Write a short report about each Observation in the classroom to identify exceptional pupils
Teaching strategies for these types of learners	Microteaching using strategies suggested for these types of learners

UNIT 13

TITLE: Reading Materials in the Classrcom

INSTRUCTIONAL OBJECTIVES

1. To guide the teacher to examine
   a. the role of reading materials in the instructional process
   b. the types of materials and equipment available, and
   c. the process of evaluating and selecting these tools

CONTENT	ACTIVITIES
a. The role of materials b. Types of reading materials and equipment i. basal reading programs ii. supplementary materials eg. kits, werkbooks iii. paperbacks iv. activity cards, word cards, study cards, story cards c. Evaluating reading materials	Research followed by discussion on the role of reading materials in supporting the reading programme Make an inventory of the types of reading materials that may be found in a resource centres Use a material evaluation plan to judge each piece of material against each criterion characteristic

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UNIT 14

TITLE: Technology in the Reading Programme

INSTRUCTIONAL OBJECTIVES

1. To illustrate to the teacher the value of using micro-computers to teach reading.

CONTENT	ACTIVITIES
a. Microcomputers i. adapting to change ii. an overview of current reading uses iii. word processing iv. guidelines for selecting software v. benefits and cautions	Research literature for information about micro-computers to teach reading followed by discussion Hands on experience using commercial programmes Evaluating these programmes using checklist provided

SCHEME OF ASSESSMENT

1. Examination of Course Work - 8 pieces

2. Written final examination

COURSE WORK

Weighting 40%
No. of Assignments: 8

Type of Assignments

1. microteaching
2. symposium
3. group work
4. discussion
5. questionnaires, tests checklists etc. compile booklet
6. objective tests 20 - 25 items
7. unit - scope
8. essay questions
9. collection of supplementary materials.
10. creating reading resource display

FINAL EXAMINATION

Weighting 60%

Exam Paper
Administration of the Reading Programme

No. of Hours: 2 2½ hrs.

Answer 4 questions
2 essays: 15 marks each
15 short answers: 1 mark each (15)
~~30 objective type: 1/2 mark each (15)~~

OCTOBER 1990

COURSE WORK

FINAL EXAMINATION

11. research - writing reports
12. Write an informed report based on the evaluation of pupils' work and make suggestions

LEARNING RESOURCES

1. Smith, Richard; Wayne Otto and Lee Hansen (1978). The School Reading Program Houghton Miffin Company, Boston.

2. McCormick, Sandra (1987). Remedial and Clinical Reading Instruction Merrill Publishing Company, Ohio.

3. Baumann, James F. (1986), Reading Assessment: An Instructional Decision Making Perspective Merrill Publishing Company, Ohio.

4. Askov, Eunice N., Wayne Otto (1985), Meeting the Challenge: Corrective Reading Instruction in the Classroom Merrill Publishing Company, Ohio.

5. Forgan, Harry W., Charles T. Mangrum II (1989), Teaching Content Area Reading Skills: A Modular Program for Preservice and Inservice Teachers Merrill Publishing Company, Ohio.

6. Walker, Barbara J. (1988), Diagnostic Teaching of Reading: Techniques for Instruction and Assessment Merrill Publishing Company, Ohio.

7. Wilson, Robert M., Craig Cleland (1989). Diagnostic and Remedial Reading for Classroom and Clinic Merrill Publishing Company, Ohio.

8. Rupley, William H., Timothy R. Blair (1989). Reading Diagnosis and Remediation: Classroom and Clinic Merrill Publishing Company, Ohio.

9. Heilman, Arthur W., Timothy R. Blair and William H. Rupley Principles and Practices of Teacher Reading.

OCTOBER 1990

LEARNING RESOURCES

10. Lev, Donald J. Charles K. Kinzer (1987),
Effective Reading Instruction in the Elementary Grades,
Merrill Publishing Company, Ohio.

11. Ekwall, Eldon E., James L. Shanker (1989),
Teaching Reading in the Elementary School
Merrill Publishing Company, Ohio.

12. Cooper, J. David., Dorothy A. Shipman, Edna W.Warncke (1986),
The What and How of Reading Instruction
Merrill Publishing Company, Ohio.

13. The Reading Teacher, I.R.A., Newark, Delaware.

14. Journal of Reading, I.R.A., Newark, Delaware.

Appendix C

Sample Interview Questions

Questions for College Instructors

- How did you arrive at your current perspectives of teaching reading? Could you tell me more about these views?
- From your point of view what makes an effective reading teacher within the elementary school context? Describe his or her practice.
- Tell me about your role in preparing this kind of teacher.
- What do you believe to be your most important responsibility towards you students in preparing them to teach reading?
- How do you view your role as instructor in an advanced reading class compared to your role in the introductory classes? How do you see the different groups?
- *Tell me about the sources of satisfaction in your work as reading instructor. Tell me about the sources of frustration in your work.
- *What are three books, personal or professional, that you would like to have your preservice teachers of your program read before they begin their careers, books that you think would make them better teachers.
- Are there any other experiences or concerns you would like to share with regards to yourself and preparing teachers of reading?

*Adapted from Ducharme, E. R. (1993) The lives of teacher educators. New York: Teachers College Press.